

LOS ANGELES UNIFIED SCHOOL DISTRICT MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT



PROGRESS MONITORING ENGLISH LEARNERS

ENGLISH LEARNER CRITERIA FOR RECLASSIFICATION

Profile A	CELDT	BASIC READING SKILLS TEST	GRADES		
Profile B	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile C	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile D	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile E	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile F	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile G	CELDT	BASIC READING SKILLS TEST	ELA GRADES		
Profile H	CELDT	BASIC READING SKILLS TEST	ELA GRADES		

The GOAL is Profile A within 5 years

Year 1 results are the baseline

OPPORTUNITIES and CHALLENGES

The timing of these assessments happens at different times of the year and CELDT is only administered once a year.

K - 12 RECLASSIFICATION Data Drops											
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
CELDT - Previous Year					CELDT - Current Year						
					Elem DIBELS MOY - Current Year					Elem DIBELS EOY- Current Year	
*10th-12th grade may use banked CAHSEE passing score in lieu of SRI				S	Sec SRI Fall- Current Year					Sec SRI Spring Current Year	
Elem					1 1 St Progress Report Card (PRC)- Current Year Elem 2 nd Progress R Card (PRC)- Current Year)- [^]	Elem 3 rd PRC- Current Year	
Sec Spring Grades- Previous Year				Sec Fall Grades- Current Year					Sec Spring Grades Current Year		
Parent Approval											

^{*}In LAUSD the Basic Reading Skills Test are DIBELS in Elementary and SRI in Secondary



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GUIDING QUESTIONS FOR MONITORING PROGRESS TOWARD RECLASSIFICATION

Monitoring of student progress is key to ensuring English Learners meet the reclassification criteria. Directors and Principals should review overall school data to assist teachers in delivery of instruction:

- Are English Learners receiving high-quality daily English Language Development instruction in Designated and Integrated ELD?
 - o How do you know?
 - o What supports are in place for teachers to improve delivery of ELD instruction?
- How is the Language Appraisal team used to monitor whole school and individual student progress?
- Which of the three criteria is the biggest barrier for all English Learners school-wide?
- How are all EL's monitored? How often? By whom? How is this data reported to all teachers and parents?
- Which profile of English Learners is most prevalent at each grade level? (i.e. are all 3rd graders in Profile D?)
- How many years have the students in Profiles E-H been unable to pass CELDT? Are these students improving?
- At the end of year 3, which English Learners are:
 - o Showing ready to reclassify results?
 - o Require intensive interventions?
 - o Have made significant gains with strategic interventions?
 - At-risk of being LTELs?
- At the end of Year 5, what are the factors as to why ELs didn't reclassify?
 - Are there patterns and trends in the needed criteria to pass for the students to reclassify?
- How are LTELs monitored? How often? By whom?
- What criterion do the Long Term English Learners need to pass in order to reclassify?
- What individually and specially designed interventions will be provided to Long Term English Learners?