



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Elementary Literacy Assessments:
 Dynamic Indicators of Basic Early Literacy Skills,
 Indicadores Dinámicos del Exito en la Lectura, Text
 Reading Comprehension (DIBELS Next/IDEL/TRC)

NUMBER: MEM-051137

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
 Division of Instruction

Carlen Powell, Administrator, Elementary
 Division of Instruction

DATE: June 18, 2018

ROUTING
 Local District Superintendents
 Administrators of Instruction
 Local District Elementary Directors
 Elementary Principals
 Elementary Assistant Principals
 Elementary Grade Level Chairs
 Elementary Testing Coordinators
 UTLA Chapter Chairs

PURPOSE: The purpose of this memorandum is to provide information about the administration of the elementary literacy assessments in the Amplify Reading 3D suite: Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), Indicadores Dinámicos del Éxito en la Lectura (IDEL 7^a Edición), and Text Reading and Comprehension (TRC). Optional assessments available are Word Reading (WR) and Amplify Oral Language Screener (OLS). District policy is that all students K-5/6 in the general education curriculum in elementary grades have a literacy assessment measure three times per year – at the beginning, middle, and end of year (BOY, MOY, EOY).

MAJOR CHANGES: Transitional Kindergarten (TK) no longer has a required literacy assessment. Use of the OLS is highly recommended for TK. For Grades 3-5/6 teachers may administer DIBELS Next and/or TRC (See Attachment A-2). A glossary of terms is included on page 6. IDEL is available to all schools for assessment of Spanish-speaking newcomer students.

- GUIDELINES:** **I. ASSESSMENT GUIDELINES (SEE ATTACHMENT A-2 FOR A SUMMARY FLOWCHART)**
1. All students K-5/6 must have a literacy benchmark measure at least three times per year, BOY, MOY, and EOY to monitor literacy progress.
 2. Primary grades K-2 will continue to use DIBELS Next to assess foundational skills in literacy. TRC is an optional additional assessment that provides literacy skill detail, including miscue analysis and comprehension.
 3. Students in grades 3-5/6 will take DIBELS Next and/or TRC to monitor literacy progress. English learners (ELs) and students with disabilities (SWDs) must take DIBELS.
 4. TK students no longer need to be assessed with DIBELS Next. They continue to have access to all assessments in Reading 3D.



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- a. TK teachers are encouraged to assess their students with OLS at BOY, MOY, and EOY as an appropriate measure to monitor student development of oral language.
- b. *Exception:* For the very few students in TK who meet the multiple criteria for transitioning directly to first grade from TK, the DIBELS Next EOY assessments are required. See REF-5777.5 *Transitional Kindergarten Implementation*.

II. ENGLISH LEARNERS (EL)

1. All English Learners (EL) K-5 must have DIBELS Next at MOY and EOY as part of the reclassification criteria. For information on reclassification of EL students see BUL-5619.6.
2. EL students in grade 6 must have Reading Inventory (RI) at fall and/or spring as part of the reclassification criteria. For information on RI administration see MEM-6411.2.
3. Schools must assess EL students using primary language supports such as those used in daily instruction, including translation of the assessment directions in the student's primary language by a teacher fluent in the student's primary language.
4. Schools may assess primary language literacy using IDEL for Spanish speaking newcomer English learners. All schools have access to IDEL.

III. STUDENTS WITH DISABILITIES

1. All SWDs in grades K-6 with mild/moderate disabilities participating in the District's core curriculum will take DIBELS Next at their assigned grade level at BOY, MOY, and EOY to determine student literacy levels and progress on IEP goals.
2. In addition to DIBELS Next, TRC can be administered to determine the comprehension skills, fluency miscue analysis, and instructional reading level of students. These assessments must be given in accordance with the accommodations specified in the IEP or Section 504 Plan.
3. DIBELS Next and TRC are not to be used with deaf students (DEA) or blind/severely visually impaired students (VI). Some hard-of-hearing students and/or visually impaired *may* be able to be assessed with DIBELS Next or TRC. However, decisions regarding the use of these assessments will be made by the IEP team and will depend on the severity of the student's hearing and/or vision loss.
4. Students with moderate/severe disabilities participating in the District alternate curriculum are not required to participate in the administration of either DIBELS Next or TRC.



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IV. LANGUAGE PROGRAMS*

1. All Students (EL, EO, IFEP/RFEP) in Spanish Dual Language Two-Way Immersion (STWI), formerly known as Spanish Dual Language (SDLP); Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance (SMBE), Spanish Transitional Bilingual Education (STBE); and Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI) programs will administer DIBELS Next and IDEL 7^a Edición based on their program model.

See the following attachments for chart overviews and scheduling of assessments by grade level.

- Attachment C-1: Participation and Administration Dates *Spanish Dual Language Two-Way Immersion, formerly known as Spanish/English Dual Language (SDLP); Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance Bilingual Education (SMBE); Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI) Programs; and Spanish Transitional Bilingual Education (STBE) Programs*
- Attachment C-2: Measures to be Assessed *Spanish Dual Language Two-Way Immersion, formerly known as Spanish/English Dual Language (SDLP); Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance Bilingual Education (SMBE); and Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI) Programs*
- Attachment C-3: Measures to be Assessed *Spanish Transitional Bilingual Education Programs*

V. MATERIALS

1. **DIBELS Next:** Teachers will continue to use DIBELS Next or IDEL 7^a Edición administration and scoring materials. Additional copies of DIBELS Next or IDEL 7^a Edición can be downloaded using this link: <https://dibels.org/next/index.php> Click “Sign up.”
2. **IDEL 7^a Edición:** Materials can be downloaded using this link: <https://dibels.uoregon.edu/measures/index.php?action=download>. Click link for IDEL 7^a Edición.
3. **DIBELS Next** kits can also be purchased from Amplify: <http://www.amplify.com/lausd/resources>.



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4. **TRC (Text Reading Comprehension) – Atlas kits:** In 2014, schools received TRC assessment kits entitled *Amplify Atlas Edition Leveled Readers*. Kits contain 76 fiction and non-fiction books at guided reading levels A-Z and PC/RB. Schools can purchase more kits at:
[http://s3.amazonaws.com/amplify-assets/pdf/AmplifyAtlasLAUSDKitPurchase-1_\(1\)_1_\(1\).pdf](http://s3.amazonaws.com/amplify-assets/pdf/AmplifyAtlasLAUSDKitPurchase-1_(1)_1_(1).pdf)

VI. ASSESSMENT REPORTS

1. Score reports for all assessments in Reading 3D are available immediately after administering the assessment at lausd.mclasshome.com Use LAUSD SSO username and SSO password
2. Please note 2017-18 EOY data will be available until July 27, 2018. After that point the Amplify system will be prepared for 2018-19 BOY data.

VII. USING RESULTS TO INFORM INSTRUCTION

1. DIBELS Next, IDEL, and/or TRC data reports and resources are to be used in a multi-tiered problem-solving process to drive decision making, in order to best match instruction to the needs of students.
2. Schools have access to a variety of “Now What Tools” connected to DIBELS Next. The following resources can be downloaded from: lausd.mclasshome.com → Now What Tools:
 - Item Level Advisor: Lessons based on individual test scores for individual students
 - Small Group Advisor: Grouping suggestions based on students’ performance on specific DIBELS measures
 - Core Program Connection: Week-by-week lessons connected to unit (anticipated to be connected to new ELA-ELD programs by September 2018)
 - Lessons with instructional focus on one of the basic early literacy skills
 - Home Connection letters tell parents how they can support their children at home on the literacy focus identified in assessment results
3. Schools who purchase or have received licensing for Amplify: BURST can also access intervention lessons tailored to the instructional need indicated by the student’s assessment results. For BURST product purchase information: [http://www.amplify.com/assets/pdf/BurstReadingPricingV1_\(1\).pdf](http://www.amplify.com/assets/pdf/BurstReadingPricingV1_(1).pdf) or contact Alison Pickering, Elementary Literacy Coordinator alison.pickering@lausd.net or (213) 241-5333.

RELATED RESOURCES:

- MEM-6700.2 *Comprehensive Assessment Program: District Assessments 2018-2019*, dated June 7, 2018
- BUL-5619.6 *Reclassification of English Learners*, dated August 1, 2017



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- *MEM-6714.0 Tier 3 Literacy Screening for Intensive Instruction Grades 4-5/6, dated July 1, 2016
 - BUL-045788.0 *Identification and Educational Support of Students with Characteristics of Dyslexia*, dated February 6, 2018
 - BUL-6730.1 *A Multi-Tiered System of Support Framework for the Student Support and Progress Team*, dated July 31, 2017
- *At the time of this memorandum, the above-referenced document was in the process of being updated which may result in a new number.*

- How to get started: At amplify.com/lausd/resources download the HOW TO GET STARTED PDF on the right hand side of the page.
- Schools can access narrated self-guided tutorials for DIBELS Next, TRC, and additional resources at amplify.com/lausd/resources.
- The training modules walk teachers through the assessment process.
- DIBELS Next, IDEL, and TRC tutorials: amplify.com/lausd/resources
- LOGIN Information and reporting platform: lausd.mclasshome.com. Use SSO username and password.
- For assessment platform: lausd.mclasshome.com/assessment Use SSO username and password.
- How to Input DAZE Data: amplify.com/lausd/resources
- A tutorial on the Now What Tools can be viewed at: <http://bitcast-a.v1.o1.sjc1.bitgravity.com/wgen/NWT/v.2012.html>

ASSISTANCE: For assistance or further information please contact:

Elementary Instruction: (213) 241-5333
Carlen Powell, carlen.powell@lausd.net

Literacy and Professional Development: (213) 241-5333
Theresa Corsaro, theresa.corsaro@lausd.net or
Alison Pickering, alison.pickering@lausd.net

Online Access: (213) 241-4104
Chris Mullins, chris.mullins@lausd.net

Dual Language/Bilingual Programs: (213) 241-2042
Helen Yu, helen.yu@lausd.net

English Learner Programs: (213) 241-5582
Rafael Escamilla, rafael.escamilla@lausd.net

English Learner Elementary Instruction: (213) 241-5582
Carla Gutierrez, carla.gutierrez@lausd.net

Special Education: (213) 241-6701
Diana Inouye, diana.inouye@lausd.net

Amplify Customer Care (800) 823-1969, help@amplify.com

Waiver Inquiries: Local District Directors, See Attachment D



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Northwest: (818) 654-3600
Northeast: (818) 252-5400
Central: (213) 241-0126
West: (310) 914-2100
East: (323) 224-3100
South: (310) 354-3100

ATTACHMENTS

- Attachment A-1: *Glossary of Acronyms*
Attachment A-2: *Flowchart of Elementary Literacy Assessments*
Attachment A-3: *Correlations of DIBELS Next-TRC-OLS Measures to Language and Literacy Development in English*
Attachment B: *Benchmark Calendar – Language and Literacy in English Acceleration Program, (L²EAP), formerly known as Structured English Immersion and Mainstream English Programs*
Attachment C-1: Attachment C-1: Participation and Administration Dates *Spanish Dual Language Two-Way Immersion, formerly known as Spanish/English Dual Language (SDLP); Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance Bilingual Education (SMBE); Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI) Programs; and Spanish Transitional Bilingual Education (STBE) Programs*
Attachment C-2: Measures to be Assessed-DIBELS Next and IDEL 7th Edition *Spanish Dual Language Two-Way Immersion, formerly known as Spanish/English Dual Language (SDLP); Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance Bilingual Education (SMBE); and Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI) Programs*
Attachment C-3: Measures to be Assessed-DIBELS Next and IDEL 7th Edition *Spanish Transitional Bilingual Education Programs*
Attachment D: *Procedures for Requesting an Assessment Waiver*



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ATTACHMENT A-1

GLOSSARY OF ACRONYMS

BOY MOY EOY	Beginning, Middle, End of Year
CELDT	California English Language Development Test
DAZE	DIBELS Maze assessment (Cloze assessment)
DEA	Deaf
DIBELS Next	Dynamic Indicators of Basic Early Literacy Skills
DOI	Division of Instruction
DORF	DIBELS Oral Reading Fluency
EL	English Learner
EO	English Only
FSF	First Sound Fluency
HOH	Hard of Hearing
IDEL	Indicadores Dinámicos del Éxito en la Lectura
IEP	Individualized Education Plan
IFEP	Identified Fluent English Proficient
L ² EAP	Language and Literacy in English Acceleration Program, formerly known as Structured English Immersion (SEI)
LNF	Letter Naming Fluency
MMED	Multilingual Multicultural Education Division
OLS	Oral Language Screener (optional assessment in Reading 3D)
PSF	Phoneme Segmentation Fluency
RFEP	Reclassified Fluent English Proficient
RTF	Retell Fluency
STWI	Spanish Dual Language Two-Way Immersion, formerly known as Spanish Dual Language Program (SDLP)
SEL	Standard English Learner
SWLI	Spanish World Language Immersion, formerly known as Spanish Foreign Language Immersion (SFLI)
SOWI	Spanish Dual Language One-Way Immersion, formerly known as Spanish Maintenance Bilingual Education (SMBE)
SRI	Scholastic Reading Inventory
STBE	Spanish Transitional Bilingual Education
TK	Transitional Kindergarten
TRC	Text Reading Comprehension
VI	Visually Impaired
WR	Word Reading (optional part of TRC Assessment)



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ATTACHMENT A-1

Assessment Descriptions

DIBELS Next K-5/6 is a set of measures specifically designed to quickly and reliably assess the reading foundational skills articulated in the California ELA standards: phonemic awareness, alphabetic principle, fluency with connected text, and comprehension in the form of a retell.

IDEL 7^a Ed. K-3 is the Spanish version of DIBELS Next, and is used in alternative language programs. IDEL is available at all schools, to assess primary language literacy of Spanish speaker newcomer students.

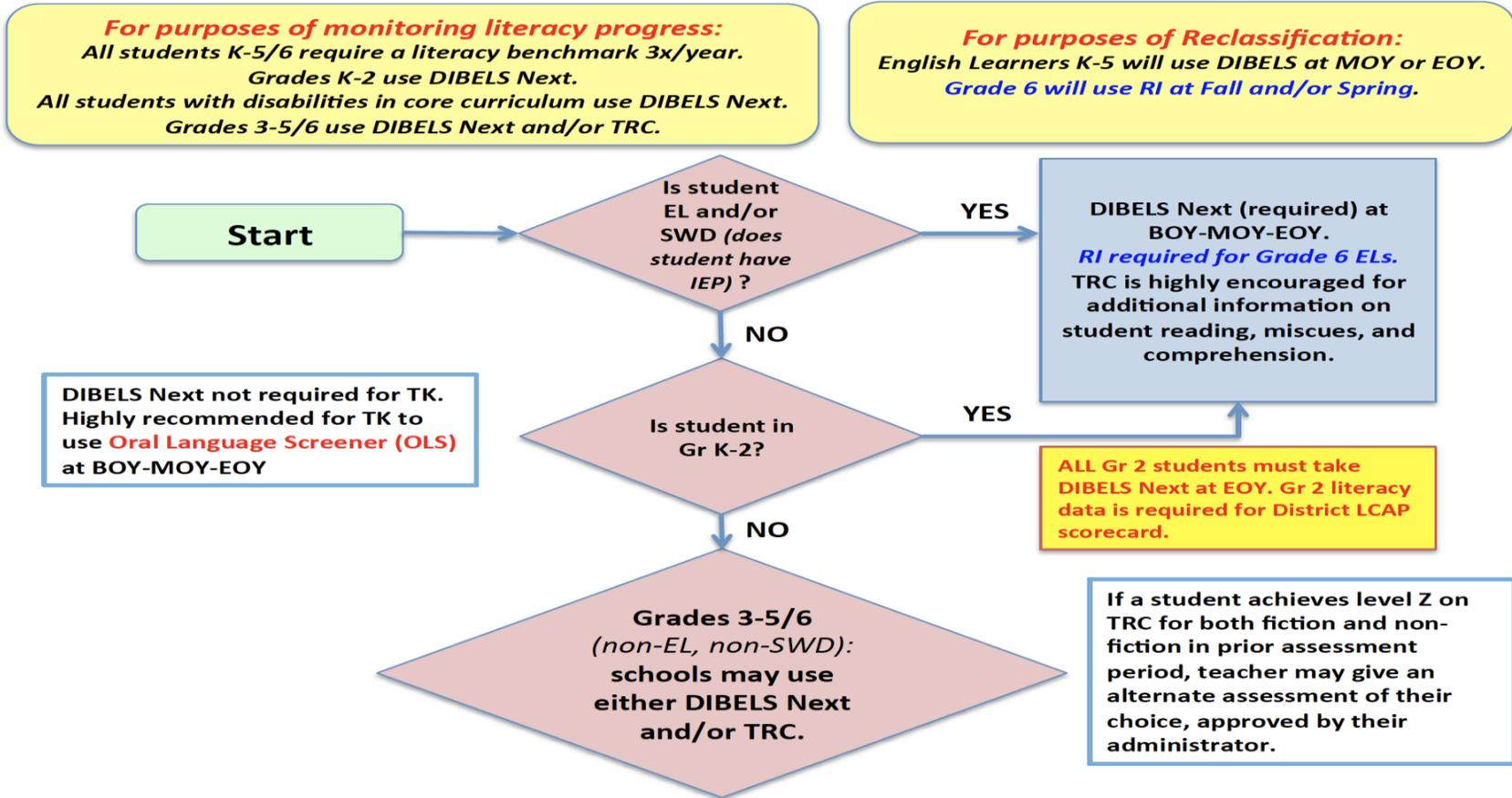
TRC K-5/6 electronically captures “running record” data, as well as measuring student reading comprehension via a combination of oral and written questions requiring evidence from the text. (*Written questions are optional and not part of the evaluative formula.*) TRC supports guided reading by establishing an instructional reading level, and provides resources to strengthen students’ reading comprehension and competency. TRC provides the means to perform miscue analysis regarding students’ use of meaning, structural, and visual cues in reading. Finally, TRC supports the CA Standards expectations of careful examination of the text, reading closely to draw evidence and knowledge from the text, and reading across a range of complex texts. *For 2018-2019, TRC will not be available in Spanish.*

Word Reading (WR) (K-5/6) is an optional part of TRC and measures sight word reading proficiency at three levels.

Amplify Oral Language Screener (OLS) (TK-2) is an optional additional resource in Grades TK–2 to efficiently identify struggling students and monitor oral language progress. This assessment supports the CA ELA/Literacy Content Standards in Language and Speaking & Listening. TK teachers are encouraged to assess students with OLS at BOY, MOY, and EOY.



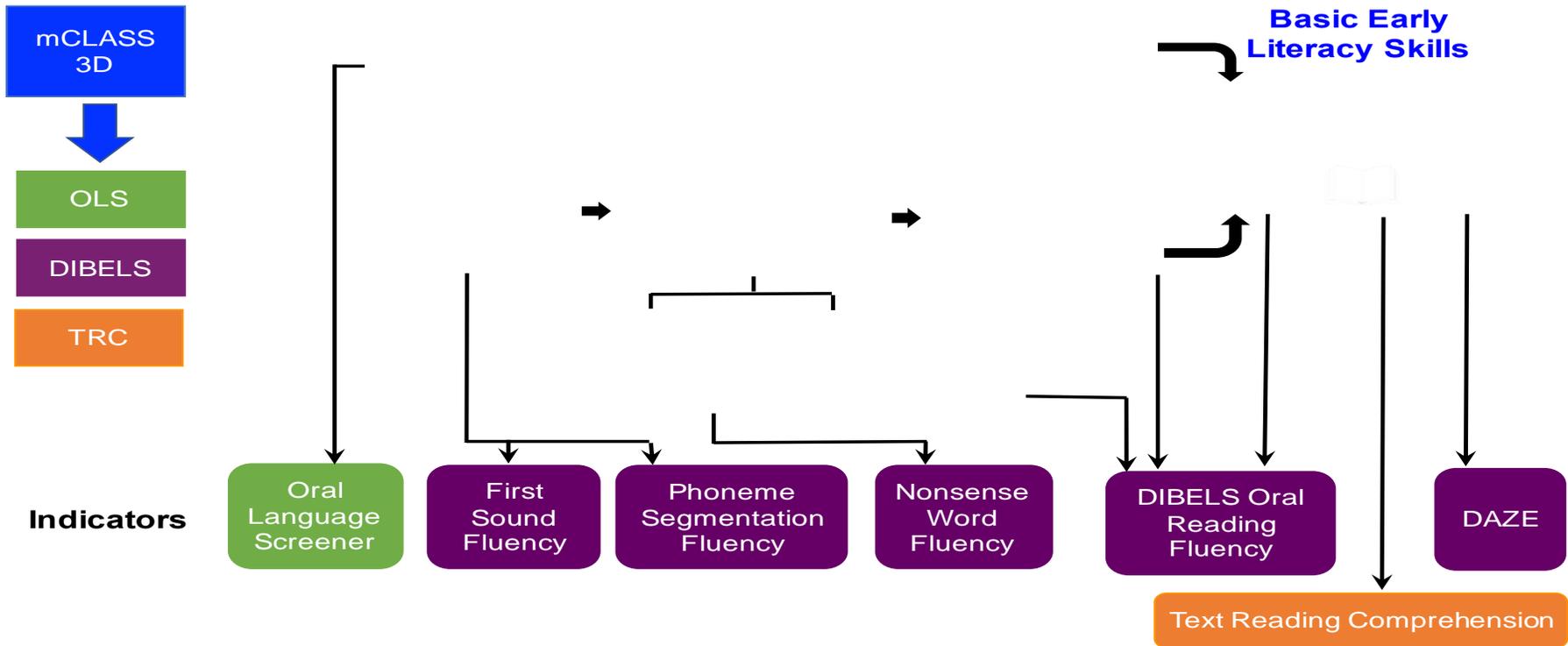
SUMMARY FLOWCHART OF DISTRICT 2018-2019 GUIDELINES FOR LITERACY ASSESSMENTS (K-5/6)



KEY: EL=English Learner SWD=Student with Disabilities IEP=Individualized Education Plan BOY-MOY-EOY=Beginning-Middle-End of Year RI=Reading Inventory



**CORRELATIONS OF DIBELS Next-TRC-OLS
MEASURES to LITERACY DEVELOPMENT in ENGLISH**





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ATTACHMENT B

L²EAP and Mainstream English Programs: *DIBELS Next* Benchmark Calendar

Grade	Time of Year	LAUSD Benchmark Window	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segment'n Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency and Retell Fluency	DAZE Maze
K	BOY	Aug 6 – Sep 21	√	√				
	MOY	Nov 26 – Feb 1	√	√	√	√		
	EOY	May 1 – June 7		√	√	√		
Grade 1	BOY	Aug 6 – Sep 21		√	√	√		
	MOY	Nov 26 – Feb 1				√	√	
	EOY	May 1 – June 7				√	√	
Grade 2	BOY	Aug 6 – Sep 21				√	√	
	MOY	Nov 26 – Feb 1					√	
	EOY	May 1 – June 7					√	
Grades 3-4-5/6	BOY	Aug 6 – Sep 21					√	√
	MOY	Nov 26 – Feb 1					√	√
	EOY	May 1 – June 7					√	√

Language and Literacy in English Acceleration Program (L²EAP) has replaced Structured English Immersion (SEI).

For additional information:

Elementary Instruction: Alison Pickering at alison.pickering@lausd.net

Student Testing Branch: Chris Mullins at chris.mullins@lausd.net



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ATTACHMENT C-1

**2018-19 SPANISH/ENGLISH DUAL LANGUAGE TWO-WAY IMMERSION,
SPANISH DUAL LANGUAGE ONE-WAY IMMERSION, AND
SPANISH WORLD LANGUAGE IMMERSION PROGRAMS**

**Participation and Administration Dates
DIBELS Next and IDEL 7^a Edición**

Students to be tested: All EL and EO/FEP students in the Spanish Dual Language Two-Way Immersion (STWI), formerly known as Spanish/English Dual Language; Spanish Dual Language One-Way Immersion (SOWI), formerly known as Maintenance Bilingual Education; and Spanish World Language Immersion (SWLI), formerly known as Spanish Foreign Language Immersion Programs are provided literacy instruction in both English and Spanish, and will be assessed according to their instructional model. Schools may choose to assess students in their primary language first.

Please see Attachment C-2 for measures to be assessed by instructional model and grade.

DIBELS Next (Grades K-5) IDEL 7^a Edición (Grades K-3)			
English	DIBELS BOY Aug 6 – Sept 21	DIBELS MOY Nov 26 – Feb 1	DIBELS EOY* May 1 – June 7
Spanish*	IDEL BOY Aug 6– Sept 21	IDEL MOY Nov 26 – Feb 1	IDEL EOY May 1 – June 7

*90/10 STWI and 70/30 SOWI Kindergarten students will participate only in IDEL.

SPANISH TRANSITIONAL BILINGUAL EDUCATION PROGRAM

**Participation and Administration Dates
DIBELS Next and IDEL 7^a Edición**

Please see Attachment C-3 for measures to be assessed by instructional model and grade.

DIBELS Next (Grades K-3) IDEL 7^a Edición (Grades K-3)			
English	DIBELS BOY Aug 6 – Sept 21	DIBELS MOY Nov 26 – Feb 1	DIBELS EOY* May 1 – June 7
Spanish*	IDEL BOY Aug 6 – Sept 21	IDEL MOY Nov 26 – Feb 1	IDEL EOY May 1 – June 7

*STBE Kindergarten students will participate only in IDEL.



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ATTACHMENT C-2

**2018-19 SPANISH/ENGLISH DUAL LANGUAGE TWO-WAY IMMERSION,
SPANISH DUAL LANGUAGE ONE-WAY IMMERSION, AND
SPANISH WORLD LANGUAGE IMMERSION PROGRAMS**

Measures to be Assessed – DIBELS Next and IDEL 7ª Edición

DIBELS Next							
Gr.	Time of Year	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segment 'n' Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
K*	BOY	Yes	Yes				
	MOY	Yes	Yes	Yes	Yes		
	EOY		Yes	Yes	Yes		
1	BOY		Yes	Yes	Yes		
	MOY				Yes	Yes	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Yes	
	EOY					Yes	
3-4-5-6*	BOY					Yes	Yes
	MOY					Yes	Yes
	EOY					Yes	Yes

* Kindergarten 90/10 SDLP and 70/30 SMBE students are not required to participate in Kindergarten DIBELS

*Grade 6 EL students must have Reading Inventory (RI) at fall and/or spring as part of the reclassification criteria.

IDEL 7ª Edición							
Gr.	Time of Year	Fluidez: Nombrar letras	Fluidez: Segmentación de fonemas	Fluidez: Palabras sin sentido	Fluidez: Lectura oral	Fluidez: Relato oral	Fluidez: Uso de palabras
K	BOY	Yes	Yes				Optional
	MOY	Yes	Yes	Yes			Optional
	EOY	Yes	Yes	Yes			Optional
1	BOY	Yes	Yes	Yes			Optional
	MOY		Yes	Yes	Yes	Yes	Optional
	EOY		Yes	Yes	Yes	Yes	Optional
2	BOY			Yes	Yes	Yes	Optional
	MOY				Yes	Yes	Optional
	EOY				Optional	Optional	Optional
3	BOY				Yes	Yes	Optional
	MOY				Yes	Yes	Optional
	EOY				Optional	Optional	Optional



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2018-19 SPANISH TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

Measures to be Assessed – DIBELS Next and IDEL 7ª Edición

DIBELS Next							
Gr.	Time of Year	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segmentation Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
K*	BOY	Optional	Optional				
	MOY	Optional	Optional	Optional	Optional		
	EOY		Optional	Optional	Optional		
1	BOY		Yes	Yes	Yes		
	MOY				Yes	Yes	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Yes	
	EOY					Yes	
3**	BOY					Yes	Yes
	MOY					Yes	Yes
	EOY					Yes	Yes

* **Kindergarten** STBE students are not required to participate in Kindergarten DIBELS Next.

** **TRC** may be administered to provide additional information around comprehension and miscues.

IDEL 7ª Edición							
Gr.	Time of Year	Fluidez: Nombrar letras	Fluidez: Segmentación de fonemas	Fluidez: Palabras sin sentido	Fluidez: Lectura oral	Fluidez: Relato oral	Fluidez: Uso de palabras
K	BOY	Yes	Yes				Yes
	MOY	Yes	Yes	Yes			Yes
	EOY	Yes	Yes	Yes			Yes
1	BOY	Yes	Yes	Yes			Yes
	MOY		Yes	Yes	Yes	Yes	Yes
	EOY		Yes	Yes	Yes	Yes	Yes
2	BOY			Yes	Yes	Yes	Yes
	MOY				Optional	Optional	Optional
	EOY				Yes	Yes	Yes
3	BOY				Yes	Yes	Yes
	MOY				Yes	Yes	Yes
	EOY				Optional	Optional	Optional



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ATTACHMENT D

2018-19 PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER

Exceptions to Waiver:

- Schools may not waive out of use of DIBELS Next for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).
- All Grade 2 students MUST be assessed with DIBELS Next at EOY, as that data is required for the LAUSD LCAP Scorecard.

Principal: Please complete all sections below and scan/email or fax to your LD Instructional Director.

School: _____	Local District (circle): Northwest Northeast West Central East South
Principal Name: _____	Director Name: _____
Phone #: _____	
Email: _____@lausd.net	

Literacy Assessment	Requesting Waiver <i>Check all that apply</i>	Grade Levels	Replacement assessment <i>Name and describe the assessment(s) that will be used in place of the current District-provided assessments.</i>	Administration Frequency and Data Analysis Method <i>Include benchmark dates and description of the process used to collect and share data/student work.</i>
DIBELS Next K-2				
DIBELS Next or TRC 3-5/6				

PLEASE ACKNOWLEDGE YOUR UNDERSTANDING OF DISTRICT EXCEPTIONS TO WAIVER:

- Schools may not waive out of use of DIBELS Next for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).
- All Grade 2 students MUST be assessed with DIBELS Next at EOY, as that data is required for the LAUSD LCAP Scorecard.

Principal Signature: _____

Local District Director Name: _____

Local District Director Signature: _____

Approved? YES NO Date: _____