

CHAPTER **THREE**

Monitoring of Student Progress and Reclassification



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Monitoring Student Progress

Student progress is monitored annually, based on a set of district-adopted assessments. The assessments in use are shown in Figures 3.4, 3.5, 3.6, and 3.7. These assessments are used to determine English language proficiency, and evaluate students' language growth and academic performance. Formative assessments to monitor students' ELD progress are given throughout the school year in listening/speaking, reading and writing.

District Assessments

The assessments are equivalent to those used with EO and IFEP students in the mainstream program. These include the state-mandated STAR tests (California Standards Tests and CAT6), which are taken by all students regardless of their language classification. Some assessments are equivalent to those utilized in mainstream classrooms. Curriculum-embedded assessments in language arts are taken in English, for example, by ELLs in the SEI and Mainstream Programs, and in Spanish by students being instructed in Spanish reading in Bilingual Alternative and Dual Language Immersion Programs. Assessments, including the CELDT and Appenda 3 are



taken each year by English Language Learners. In addition, English Only students in the Dual Language Immersion Program will take the Appenda 3.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress every 6 to 8 weeks, planning modifications in instruction and classroom interventions as appropriate. CELDT data is used for instructional grouping in ELD at the elementary level, and placement in appropriate ELD courses at the middle and high schools. Formative assessments in ELD are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is

modified to meet the needs that are revealed by the examination of these data. CST test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions and assign them to appropriate instructional schedules.

Annual Review of Student Progress

Each fall, the ELL Specialist, counselors, and principal at each school site collect and review the STAR test results, the latest official CELDT scores, other assessment data, student grades, and teachers' recommendations, for all ELL students at 3rd grade and above. On the basis of this review, the ELL Specialist and Principal identify those students who are eligible for reclassification. The district's criteria are shown in the table on the next page. These criteria include multiple measures, including:

- English language proficiency, including listening, speaking, reading and writing
- Academic achievement in reading and writing measured in English
- Teacher's evaluation
- Teacher recommendations regarding any academic performance deficits
- Parent's opinion

The ELL Specialist and Principal notify parents and guardians of their rights and encourage them to participate in the reclassification process, providing an opportunity for the parent or guardian to attend the Language Review Team meeting (see reclassification criteria, below). If

the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for the parent/guardian. If not, the parent should state his/her opinion in writing. The school site must make every attempt to involve the parent/guardian in the Language Review Team through the avenues of letters (Invitation to Reclassify Student), phone calls, and if possible, home visits.

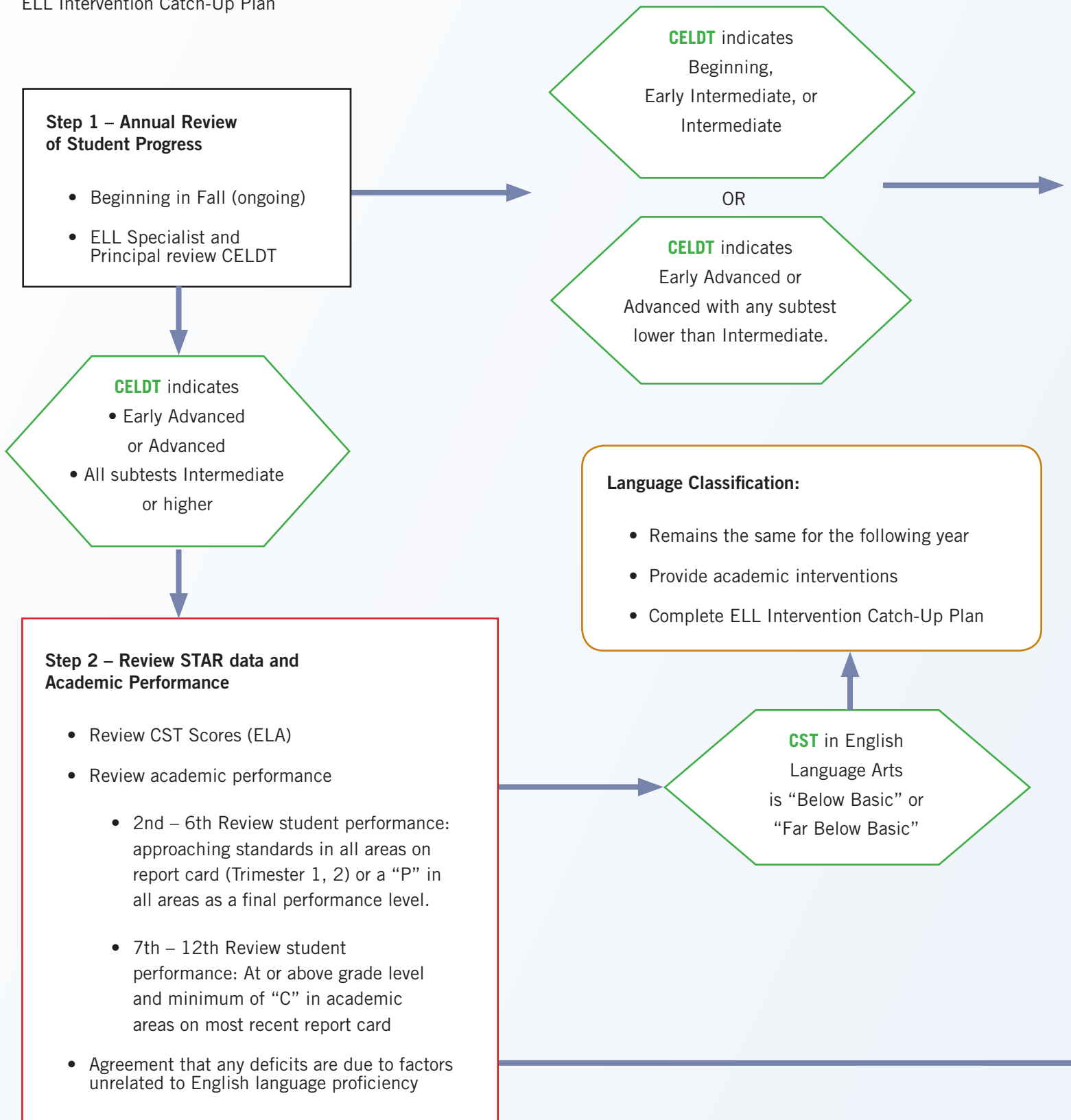
The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELLs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.
- Invite parents and teachers to a group LRT meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for two additional years. Students are also included in this meeting.
- If all attempts listed above have been exhausted, the sites will hold the LRT, the site ELL Specialist and the Principal will sign the reclassification form and the copy is sent home for the signature. The original is filed in the green ELL folder, and copies are sent to the parent and Student Information and Assessment Center (SIAC) for input.

On the basis of this review, the ELL Specialist and Principal identify those students who are eligible for reclassification.

Figure 3.1: Process for Monitoring of Student Progress and Reclassification

ELL Intervention Catch-Up Plan



Grew One Level, AMAO Met

- Beginning, Early Intermediate or Intermediate student grew one level

AMAO NOT Met Because

- Beginning, Early Intermediate, or Intermediate student did not grow one level
- Early Advanced or Advanced student's subtests (all) were not brought up to Intermediate

Language Classification:

- Remains the same for the following year
- Share CELDT results with parent
- Share CELDT results with Teacher/other site personnel

Language Review Team

- May include parent, teacher, ELL Specialist, Principal, counselors, and others with information
- Review academic performance and all test scores.

Language Classification:

- Remains the same for the following year
- Share CELDT results with parent
- Complete ELL Intervention Catch-Up Plan

Step 4 – Parent Notification

- Notify parents of CST results
- Recommend reclassification

Step 5 – Program Placement

- Assign to appropriate program based on parent's decision.
- Mainstream English
- Dual Language Immersion
- Bilingual Alternative

CST in English Language Arts is mid-Basic (Scale Score 324) or higher

The Reclassification Process

The reclassification decision is made by a Language Review Team (LRT) after considering the evidence regarding the student's performance and consulting with the parent. The membership of the Language Review Team includes: site ELL Specialist, Principal, classroom teacher,

ELD teacher, parent, counselors, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the student's future program and support needs, the ELL Specialist fills out the district Reclassification Form, grades 2nd-8th (Form ELL 48) or Reclassification Form, High School. (Form ELL 49) They will

Figure 3.2: Reclassification Criteria

(See Forms ELL 48, ELL 49, ELL 50.)

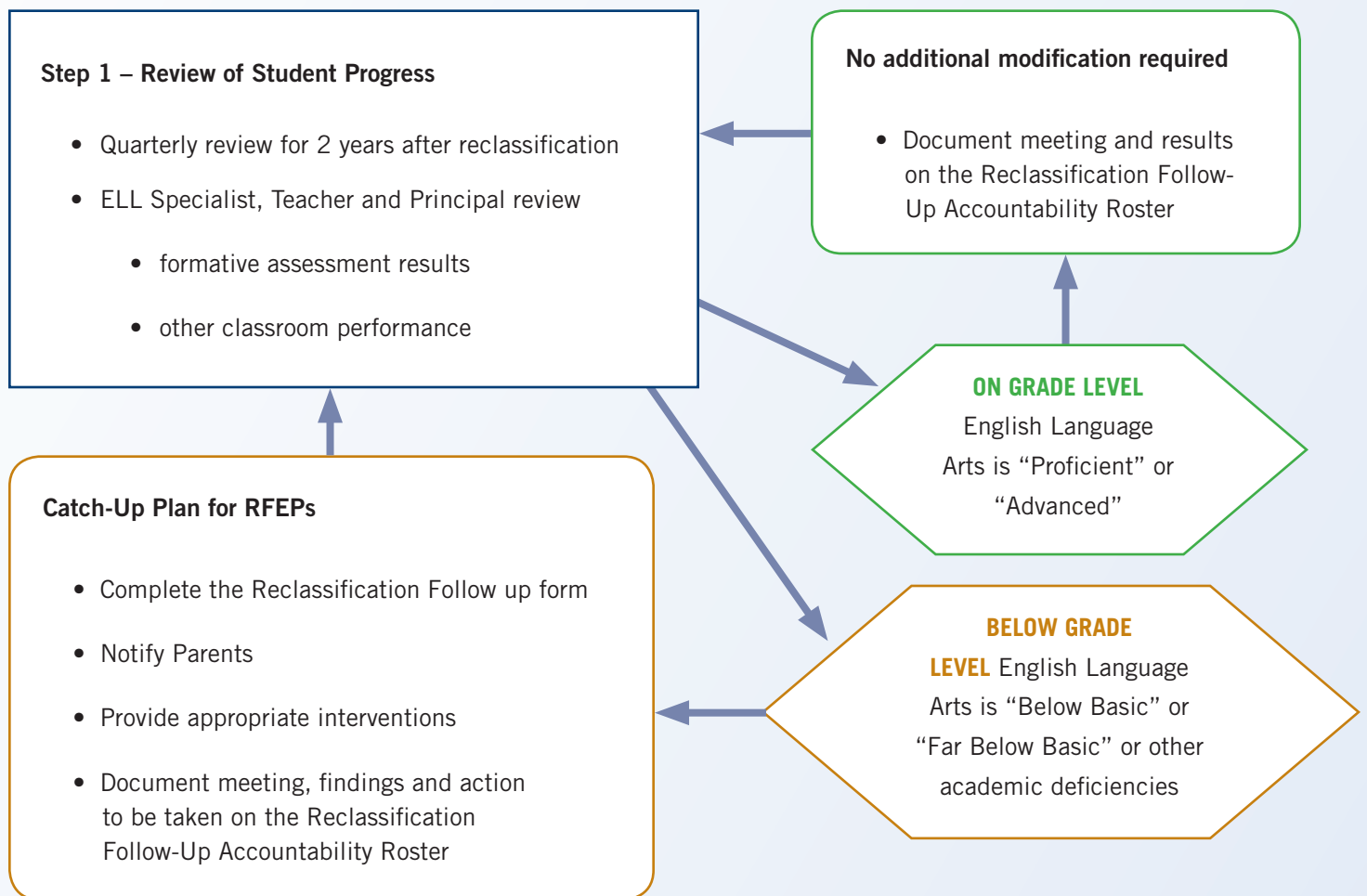
Area	Data Gathered	Reclassification Criterion
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced Listening/Speaking: Intermediate or higher Reading: Intermediate or higher Writing: Intermediate or higher
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA).	Mid-Basic (Scale Score of 324 or higher) in ELA NOTE: Previous HUSD criteria included math. The state does not require math as part of reclassification criteria.
Teacher Evaluation	Teacher's recommendation and current report card	Grades 2-6: <ul style="list-style-type: none"> Teacher agrees that student is performing successfully in all academic areas. Report card indicates that student meets approaching standards in all areas. Grades 7-12: <ul style="list-style-type: none"> Minimum of "C" in all academic areas (Language Arts, Math, Social Science, and Science) on most current report card If there are any deficits, the teacher agrees that: <ul style="list-style-type: none"> the student is performing successfully in academic areas -or- any deficits in motivation or performance are unrelated to English language proficiency
Parent Opinion	Description and results of consultation with parent	Parent agrees that reclassification is appropriate

also attach the appropriate grade level Reclassification Parent letter. Copies are given to the district’s Office of ELL Programs and Services and to the parent, and a copy is placed in the child’s cumulative folder. The SIAC verifies each submitted reclassification form at the point of input. The child is then coded as reclassified in the district database. This enables district personnel and the district ELL Director to monitor all reclassified students as a group for ongoing success in all district programs.

Monitoring and Follow-up on Reclassified Students

Site ELL Specialists and principals monitor the progress of reclassified ELLs at the end of each grading period for two calendar years following a student’s reclassification. (See Figure 3.3) The Reclassification Follow-Up Form is used to summarize student performance on the critical measures, and the Language Review Team’s findings. The Reclassification Elementary Accountability Roster or the Reclassification Secondary

Figure 3.3: Process for Follow-Up Monitoring of Student Progress After Reclassification (RFEP)



Accountability Roster is used to chart all students (those making satisfactory or unsatisfactory progress). Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion or Alternative Bilingual Alternative program
- Primary language support
- Participation in benchmark, strategic or intensive interventions provided by the school.

Initial Fluent English Proficient Students

According to the CDE definition, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as initial fluent English proficient (IFEPS). IFEPS who incur any academic deficits may be monitored through the Student Success Team model to plan intervention and oversee academic progress.

Retention and Promotion of English Language Learners

The Governing Board of Hayward Unified School District expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and

growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

ELLs with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. The recorded decision must follow the procedures outlined in Board Policy 5123 (b). The recorded decision of the Student Success Team, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record. Please refer to the complete Board Policy 5123 (a), (b), (c), (d) for more information about the process and parent's rights for appeal.

Assessments Given to English Language Learners

All HUSD schools will use standard assessments and procedures to gather information on language acquisition and academic progress for ELLs. The following tables detail the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are timelines, and information on the person(s) responsible for administering these assessments.

If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the Language Review Team meets to develop an intervention plan for the student.

More information: ELL Intervention Catch-up Plan on pp. 52-53

Figure 3.4: English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III 	<p>Initially: At registration (Legal allowance - within 30 calendar days from date of registration)</p> <p>Annually: July-September</p>	<p>Initial: Trained staff person at SIAC (Student Information and Assessment Center)</p> <p>Annual: ELD teacher or PRT, or trained assistant</p>
Curriculum embedded ELD profiles and assessments	K-12	<ul style="list-style-type: none"> To be developed 		

Figure 3.5: Primary Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Language Assessment Scales (LAS)	K-12	<ul style="list-style-type: none"> Assesses Spanish language proficiency in speaking, reading, and writing 	<p>Initially: At registration (Legal allowance - within 90 calendar days from date of registration)</p>	Trained staff person at SIAC
Basic Inventory of Natural language (BINL)	K-12	<ul style="list-style-type: none"> Assesses primary language proficiency in non-Spanish languages 	<p>Initially: At registration (Legal allowance - within 90 calendar days from date of registration)</p> <p>Annually as needed</p>	<p>Initial: Trained staff person at SIAC.</p> <p>Annual: Trained staff person at school site</p>

Figure 3.6: Academic Achievement: Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests	2-11	<ul style="list-style-type: none"> • Criterion referenced tests assessing student’s mastery of grade level standards in English Language Arts, Mathematics, Science and Social Studies • State mandated instruments • Used to measure Adequate Yearly Progress for federal No Child Left Behind accountability • Included in the Academic Performance Index 	Annually in Spring	Teacher
California Writing Test	4 and 7	<ul style="list-style-type: none"> • Rubric-scored test of writing applications • Included in ELA CST results for 4th and 7th grade 	Annually in Spring	Teacher
California Achievement Test (CAT6)	3 and 7	<ul style="list-style-type: none"> • Norm referenced test assessing students’ cumulative knowledge in Reading/ Language Arts, Spelling, and Mathematics • State mandated instrument • Included in the Academic Performance Index at 3rd and 7th grades 	Annually in Spring	Teacher
California Alternate Performance Assessment (CAPA)	2-11	<ul style="list-style-type: none"> • Criterion reference tests for students with significant cognitive disabilities. • Tests assess student’s knowledge in the areas of English Language Arts, Math and Science 	Annually in Spring	Teacher
California High School Exit Examination (CAHSEE)	10, 11, 12	<ul style="list-style-type: none"> • Test to determine student proficiency in English (reading, writing) and Mathematics • Required for high school graduation • Students retake each part until achieving a passing score 	According to a testing schedule established by the State	High School Staff in special testing sessions
Houghton Mifflin English Language Arts Assessments	K-6	<ul style="list-style-type: none"> • Curriculum-embedded reading/Language arts assessments contained in the Houghton Mifflin English Language Arts series • District mandate 	Periodically Throughout the year	Teacher
Reading Lions Theme Skills Assessments in English	K-6	<ul style="list-style-type: none"> • Reading/Language arts skills assessments keyed to skills taught within each theme in the Houghton Mifflin materials 	Every 6 to 8 weeks throughout the year	Teacher
HUSD Benchmark Math Assessments	K-6	<ul style="list-style-type: none"> • District-developed assessment of grade level mathematics skills 	Once each Trimester	Teacher
HUSD Kindergarten Adapted Emerging Literacy Survey	K	<ul style="list-style-type: none"> • District-developed assessment to measure students’ knowledge of state Kindergarten standards 	Every 6 to 8 weeks throughout the year	Teacher

Figure 3.7: Academic Skills Assessments in Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Designated Primary Language Test APRENDA 3	2-11	<ul style="list-style-type: none"> • Norm referenced test: Part of STAR testing program • Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year • State mandated instrument 	Annually in Spring for all students in Bilingual Alternative Programs and Dual Language Immersion Programs	Teacher or PRT or trained Spanish BIA
Lectura (Houghton Mifflin Spanish), assessments	K-6	<ul style="list-style-type: none"> • Curriculum-embedded reading/language arts assessments contained in the Houghton Mifflin Spanish series • District mandate 	Periodically throughout the year	Teacher
Reading Lions Theme Skills Assessments in Spanish	K-3	<ul style="list-style-type: none"> • Language arts skills assessments keyed to skills taught within each ELA theme in the Houghton Mifflin materials 	Every 6 to 8 weeks throughout the year	Teacher
HUSD Benchmark Math Assessments	K-6	<ul style="list-style-type: none"> • District-developed assessment of grade level mathematics skills 	Once each Trimester	Teacher
HUSD Evaluacion Adaptado de Lecto-Escritura Emergente	K	<ul style="list-style-type: none"> • District-developed formative assessment of emergent literacy 		Teacher