

April 2017

Reclassification of English Learners at The New School of San Francisco

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who has previously been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Students in Kindergarten taking the CELDT for the first time may classify as Initial Fluent English Proficient (IFEP) if scores meet CELDT proficiency criteria as outlined below. IFEP students are no longer required to take the CELDT test and do not need to receive targeted English Language Development.

Students in Grades 1-12 may be eligible to reclassify as English proficient learners (RFEP) at any time. Reclassification is a collaborative decision made by the teachers and families, through consideration of students' academic and language performance. Once a student reclassified, s/he is no longer required to receive targeted English Language Development instruction in school. Reclassification is irreversible, though teachers may choose to provide language supports for students at any point.

Eligibility for reclassification at The New School of San Francisco relies on four factors:

1. Annual CELDT assessment
2. Demonstration of "Basic Skills"
3. Teacher evaluation
4. Parental notification and consent

The California Department of Education outlines the following criteria for RFEP eligibility on the CELDT assessment:

Grades K and 1	Overall score of Early Advanced or Advanced and: Domain scores for Listening and Speaking at the Intermediate level or above Domain scores for Reading and Writing do not need to be at the Intermediate level
Grades 2-12	Overall performance level is Early Advanced or higher and: All domain scores are Intermediate or higher (Listening, Speaking, Reading, Writing)

At The New School, Basic Skills assessment will be based on grade-level appropriate comparisons:

Grades	Basic Skills Assessment	Required Score
Grades 1-2	Reading Assessment (F&P equivalent) DIBELS	Exceeds Grade-level Expectations
Grades 3-5	Reading Assessment (F&P equivalent) Writing On-demand Assessment Numeracy Benchmark (other districts don't seem to count math) SBAC in ELA/Lit.	Meets Grade-level Expectations Score of 2.5 or above Score of 3 or 4
Grades 6-8	SBAC in ELA/Lit.	Score of 3 or 4
Grades 9-12	SBAC in ELA/Lit. Report Card in English	Score of 3 or 4 Grade C or above

Once a student has demonstrated both proficiency on the annual CELDT, and achievement of grade-level basic skills, the child's teachers will then come together to provide an evaluation of their performance and language skills. Teachers will consider the following elements:

- Participation in whole group and small group discussion and lessons
- Success with performance tasks in all subject areas
- Engagement in Inquiry investigations and sufficient topic-relevant vocabulary
- Social relationships and demonstrated peer language skills with peers

If the teaching team decides to recommend the student for reclassification, the team would then notify the parents/legal guardian and request a meeting to discuss the final decision. Teachers and parents/legal guardians would discuss all available data and make a final decision regarding classification. Parents and/or legal guardians will sign the official/legal reclassification form, which would then go into the child's cumulative folder.

Reclassification for Students with IEPs

Reclassification of English Language Learners with Individualized Education Plan (IEP)

What is individualized reclassification?

Individualized Reclassification (IR) is a process by which an English Learner student with an IEP may be reclassified as a fluent English proficient student. Students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. The Individualized Reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student's disability prevents him/her from meeting the standard reclassification criteria.

How does an IEP team determine whether Individualized Reclassification is appropriate for an English Learner with an IEP?

The IEP team may consider measures of English language proficiency (CELDT or alternate assessment if appropriate, e.g. VCCALPS) and performance levels in basic skills that would be equivalent to an English proficient peer with similar disabilities. If the IEP team determines that the primary reason the student does not meet standard reclassification criteria is due to the disability rather than limited English proficiency, and the student's English language proficiency is commensurate with similarly disabled English proficient peers, the IEP team can recommend that the student be reclassified via the Individualized Reclassification Protocol.

Who initiates and manages the Individualized Reclassification process?

The Special Education case manager is responsible for completing the Individualized Reclassification packet and submitting it to the CELDT Coordinator

What documents are required as part of the Individualized Reclassification packet submitted to the CELDT Coordinator?

- 1. Individualized Reclassification form with required signatures (original)*
- 2. IEP -- a copy of the entire most recent IEP including a signed copy of the signature and consent page.
Please note: The IEP must be compliant according to CDE guidelines & have all required components for EL students in the appropriate sections.*
- 3. Recent report card*