



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1e

**Meeting Date:** August 17, 2017

**Subject:** Approve Updated Criteria for Reclassification of EL students

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Multilingual Literacy Office

**Recommendation:** The Board is asked to approve a new criterion for the teacher evaluation component for reclassifying English learner students to Fluent English Proficient.

**Background/Rationale:** The CA Department of Education (CDE) specifies four criteria in the Education Code to be considered in the reclassification of English Learners. CDE has asked LEAs to make one component, the teacher evaluation criteria, more specific and measurable, thereby making the reclassification process more valid and reliable. To that end, the Multilingual Department of SCUSD has consulted with CDE and the DELAC to devise a revised teacher evaluation criterion.

**Financial Considerations:** N/A

**LCAP Goal(s):** College, Career and Life Ready Graduates

**Documents Attached:**

1. Executive Summary
2. Current Reclassification Criterion
3. Revised Red-line Reclassification Criterion
4. Proposed Reclassification Criterion

**Estimated Time of Presentation:** N/A

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer  
Vanessa Girard, Director, Multilingual Literacy

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Multilingual Literacy

Addition to Criteria for EL Student Reclassification

August 17, 2017



### I. Overview/History of Department or Program

It is the goal of Sacramento City Unified to educate and support all English learners students so that they become fluent in English and academically successful. The Multilingual Literacy Department, in conjunction with schools, runs an annual reclassification process (sometimes called “re-designation”) of English learners, whereby English learners who meet a set of criteria are officially reclassified to Fluent English Proficient. When EL students are reclassified, it means that their language skills in English are sufficient for them to take full advantage of a standards-based education with limited or no language support. English learners are monitored for two years following reclassification to ensure that they are functioning successfully with the reduced levels of support.

The California Education Code requires that LEAs use four criteria when considering whether to reclassify English learner students to Fluent English Proficient:

1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Recently, the California Department of Education has requested that LEAs make criterion #2, Teacher Evaluation, more specific and measurable. To meet that request, the Multilingual Department has proposed adding to its current criterion. This proposal was made after consulting with CDE for advice and with the SCUSD’s DELAC. The Board is asked to review and approve the addition to the criterion.

### II. Driving Governance:

California *Education Code* Section 313

### III. Budget:

There are no budget implications.

### IV. Goals, Objectives and Measures:

The goal of this addition to the criteria for reclassification is to support teachers so that they can evaluate their EL students’ achievement and better determine the students’ readiness for reclassification.

# Board of Education Executive Summary

## Multilingual Literacy

Addition to Criteria for EL Student Reclassification

August 17, 2017



### V. Major Initiatives:

The current teacher evaluation component of the EL Reclassification process asks teachers to provide a general assessment of a student's mastery of the English Language Arts curriculum standards and the student's ability to be successful with reduced language instruction support. The revised criteria has specific measures for elementary and secondary teachers to use and asks teachers to indicate the grade that the student is receiving in English Language Arts as an indicator of the student's mastery of the ELA curriculum standards. Furthermore, the revised criteria continues to emphasize that factors such as attendance, motivation, effort, organization, and study habits are not to be used as criteria for English Learner reclassification.

### VI. Results:

NA

### VII. Lessons Learned/Next Steps:

Upon approval, the revised criteria will be communicated to all stakeholders via channels such as

- DELAC and ELAC meetings
- Principals meetings and the Principal Bulletin Board
- Title III Annual Parent Notification letters
- EL Master Plan for SCUSD

## EXISTING LANGUAGE

### Teacher Evaluation of English Learner Students Who Are Eligible for Reclassification

#### Current Instructions/Criteria:

##### *For All Teachers:*

Please review this student's mastery of the ELA curriculum to determine whether you will recommend him/her for reclassification.

Is it your determination that the student will be able to progress academically with a reduced amount of language support?

Teachers may not consider the following when evaluation student's readiness for reclassification:

- **attendance motivation**
- **effort**
- **organization**
- **other study habits**

**Redlined Copy:**

**Teacher Evaluation of English Learner Students Who Are Eligible for Reclassification**

***For All-Elementary Teachers:***

Please review this student's mastery of the ELA curriculum to determine whether you will recommend him/her for reclassification.

Is the student receiving an English Language Arts Grade that is a:

- 4 (Standard Exceeded)
- 3 (Standard Met)
- "High" 2 (Standard Nearly Met) i.e., Student may be on the brink of attaining a 3.)

And, is it your determination that the student will be able to progress academically with a reduced amount of language support?

Teachers may not consider the following when evaluation student's readiness for reclassification:

- attendance motivation
- effort
- organization
- other study habits

***For Secondary Teachers:***

Please review this student's mastery of the ELA curriculum to determine whether you will recommend him/her for reclassification. Is the student receiving an English Language Arts Grade that is a C- or higher?

And, is it your determination that the student will be able to progress academically with a reduced amount of language support?

Teachers may not consider the following when evaluation student's readiness for reclassification:

- attendance motivation
- effort
- organization
- other study habits



## PROPOSED LANGUAGE

### Teacher Evaluation of English Learner Students Who Are Eligible for Reclassification

#### ***For Elementary Teachers:***

Please review this student's mastery of the ELA curriculum to determine whether you will recommend him/her for reclassification.

Is the student receiving an English Language Arts Grade that is a:

- 4 (Standard Exceeded)
- 3 (Standard Met)
- "High" 2 (Standard Nearly Met) i.e., Student may be on the brink of attaining a 3.)

And, is it your determination that the student will be able to progress academically with a reduced amount of language support?

Teachers may not consider the following when evaluation student's readiness for reclassification:

- attendance motivation
- effort
- organization
- other study habits

#### ***For Secondary Teachers:***

Please review this student's mastery of the ELA curriculum to determine whether you will recommend him/her for reclassification. Is the student receiving an English Language Arts Grade that is a C- or higher?

And, is it your determination that the student will be able to progress academically with a reduced amount of language support?

Teachers may not consider the following when evaluation student's readiness for reclassification:

- attendance motivation
- effort
- organization
- other study habits