LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	ELD Standards-Based Promotion Roster For Elementary English Learners
NUMBER:	REF-1690.1
ISSUER:	Esther Wong, Assistant Superintendent Planning, Assessment and Research
DATE:	April 24, 2006

PURPOSE: The purpose of this reference guide is to provide information to assist teachers in making judgments regarding the promotion of English learners at ELD levels 1-4, including English learners with disabilities, on the basis of making adequate ELD progress.

MAJOR CHANGES: This reference guide replaces REF-1690, *ELD Standards-Based Promotion Roster for Elementary English Learners*, dated April 18, 2005. Major changes include the timeline for administering the English Language Development Writing Assessment and entering of student results in the Student Information System. Two case studies have been revised to provide better clarity.

INSTRUCTIONS:

I. BACKGROUND

The Los Angeles Unified School District adopted a standards-based promotion policy on September 24, 2002 for elementary students in grades 2, 3, 4 and 5/6. The purpose of the policy is to identify and provide additional support for students not meeting minimum standards-based criteria.

BUL-601, *Standards-Based Promotion Policy, Parent Notification and Appeal Process for Elementary Schools*, December 17, 2003, from the Associate Superintendent, Beyond the Bell Branch, describes the criteria and procedures for retaining students in these grades.

MEM-2409.0, *2006-2007 Summer School/Intersession Programs for Elementary Schools,* March 10, 2006, from the Executive Officer, Educational Services, provides information about summer school/intervention programs offered to students at single and multi-track schools who are at risk of not meeting grade-level standards.

II. STANDARDS-BASED PROMOTION (SBP) CRITERIA FOR ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRESS

Schools will continue to monitor the ELD progress of English learners to assure they successfully meet the District Progress Benchmarks for English Learners of advancing one ELD level per year of instruction. Schools must utilize the following multiple measures to identify candidates for Summer School/Intersession Mandatory ELD Standards-Based Promotion (Mandatory ELD SBP Intervention):

1. Annual California English Language Development Test (CELDT)
2. English Language Development Writing Assessment (ELD WA)
3. Teacher judgment for justification for promotion

Furthermore, schools are required to have an updated Single Plan designed to identify English learners who have not met the District's adequate ELD progress benchmark and provide them with immediate in-class, extended day, week and/or year intervention services as needed to accelerate ELD progress. It is critical that such intervention services specifically target the ELD standards needed to meet the District's ELD standards-based promotion criteria. Monitoring and catch-up procedures are described in the Instructional Programs, Monitoring and Intervention Chapters of the *Instructional Programs for English Learners*, Elementary School Guide, August 2001.

BUL-601 references the following promotion and retention criteria:

A. ELD Criteria for Promotion

   All English learners at ELD levels 1-4

   - Advance one ELD level or more per year based on the overall Annual CELDT,
                                    or
   - Advance one ELD level or more per year based on the ELD WA (when required as a second measure),
                                    and
   - Teacher judgment based on the ELD Assessment Portfolio and/or California Standards Test for English Language Arts (CST E/LA)

B. ELD Criteria for Mandatory ELD Intervention and/or Retention

   All English learners at ELD levels 1-4

   - Remain at the same ELD level two or more years based on the overall Annual CELDT,
                                    and
   - Remain at the same ELD level two or more years based on the ELD WA

III. PROCEDURES FOR USING THE ELD STANDARDS-BASED PROMOTION ROSTER TO DETERMINE PROMOTION/INTERVENTION/RETENTION

   A. <u>Step 1</u>
      Schools will use the Student Information System (SIS) to generate an ELD Standards-Based Promotion Roster. This roster lists all English learners by classroom who did not demonstrate adequate ELD progress based on the overall Annual CELDT assessment results.

From the SIS Main Menu:
- At the **Enter Selection # or 'OFF'** prompt type the letter **E** and press <Enter>. This will take you to the TCL prompt (colon).

- At this prompt type the following **EL-SBP-Roster** (no spaces) and press <Enter>.
- A prompt will appear asking for (T)rack or (R)oom. You may enter "ALL" instead of a track or room number if you want to print all students.
- After the roster finishes printing, another TCL prompt (colon) will be displayed.
- Type the word **GO** and press <Enter> to return to Elementary SIS menu.

B. Step 2
The school administrator or designee will distribute the ELD Standards-Based Promotion Roster to classroom teachers with ELs at ELD levels 1-4.

C. Step 3
Teachers will administer the ELD WA to students listed on the ELD Standards-Based Promotion Roster. The ELD WA must be administered to identify students who may be recommended for participation in Mandatory ELD Standards-Based Promotion Intervention and/or retention.

D. Step 4
Teachers will determine the ELD WA level by comparing each student's ELD WA response to the performance descriptors listed on the District's ELD Composition Criteria Chart (refer to Attachment C).

E. Step 5
Teachers will record the ELD WA level (1-5) onto the ELD Standards-Based Promotion Roster and submit the completed roster to the administrator or designee for review and input into the Elementary SIS on Screen 6, Field 663 and 664. The assessment date is entered in Field 663 and the ELD WA level is entered in Field 664.

F. Step 6
Teachers will compare each student's recently updated ELD WA level to both overall Annual CELDT proficiency levels (see Attachment B, Columns 6 and 7) to determine whether or not the ELD standards-based promotion criteria has been met.

If the ELD WA level is higher than both overall Annual CELDT proficiency level listed on the roster, promote the student.

If the ELD WA level is the same or lower than either overall Annual CELDT proficiency level listed on the roster, the student does not meet the ELD standards-based promotion criteria and should be recommended for participation in Mandatory ELD Standards-Based Promotion Intervention as a potential retention candidate.

Note: Teacher judgment should be exercised when considering a retention candidate who transitions from the K-1 CELDT grade-level assessment to the second grade CELDT assessment. Because only Listening and Speaking is assessed in K-1, it is reasonable to expect that the overall CELDT proficiency level in first grade may be higher that in second grade, where Listening, Speaking, Reading and Writing are assessed.

G. Step 7
Teachers may use the ELD Assessment Portfolio as a basis to justify promotion. An English learner who advances one ELD level or more per year may be recommended for promotion based on:

- Verification that the ELD level (refer to SIS Screen 6) on the ELD Standards-Based Assessment Roster is accurate and supported by current student assessments/work samples in the ELD Assessment Portfolio.
- An ELD Assessment Portfolio level that is higher than both overall Annual CELDT proficiency level **and** the number of years at the current ELD level is 1.0 or less.

Based on the above progress factors, the student <u>may</u> be promoted **or** recommended to attend Mandatory ELD SBP Intervention and possibly be retained.

H. Step 8
Teachers may also justify promotion on the basis of the California Standards Test (CST) performance level for English Language Arts (E/LA) when there is an otherwise apparent lack of evidence demonstrating adequate ELD progress. If the CST E/LA data indicates that the student is at or above the Basic performance level, the student <u>may</u> be promoted **or** recommended to attend Mandatory ELD SBP Intervention and possibly be retained.

I. Step 9
For English learners with disabilities, teachers must review the cumulative records to determine whether or not the student has met the specific ELD goals and objectives indicated on their Individualized Educational Program (IEP).

If the current ELD performance matches the IEP goals **or** if the school is unable to convene the IEP Team, the student <u>must</u> be promoted.

If the English learner is verbal and receiving Special Education services, including ELD instruction, but is not progressing toward the ELD goals and objectives established in the IEP, an IEP meeting must be convened before a determination of retention is made. See Section IV-C, page 26 and 27 of the Special Education Compliance Guide, Publication #966 121 8565 regarding appeals to retention decisions.

NOTE: English learners with disabilities, identified to be functioning as low-verbal/non-verbal, do not receive language development instruction based on the

ELD standards and, therefore, do not follow the same procedures for ELD standards-based promotion, mandatory intervention or retention. Instead, low-verbal/non-verbal English learners are held accountable for meeting the communication goals and objectives established in their IEPs as demonstrated by progress on the Communication Observation Matrix (COM).

IV. PROCEDURES FOR ADMINISTERING THE ELD WRITING ASSESSMENT

A. Step 1

Local Districts must provide professional development for school-site EL Program Coordinators or other school staff who will be responsible to train teachers to administer the ELD WA. This professional development must include opportunities for teachers to analyze the performance descriptors for each ELD WA anchor paper respective to their grade level, as well as develop inter-rater reliability.

To allow schools sufficient time to comply with the Standards-Based Promotion policy and to provide appropriate parent notification, the ELD WA should be administered **six weeks** prior to the conclusion of the instructional school year. Assessment results should be entered into Elementary SIS **five weeks** prior to the conclusion of the instructional school year.

B. Step 2

Teachers will administer the ELD WA to all English learners listed on the ELD Standards-Based Promotion Roster. Although teachers have the option of administering the ELD WA to all English learners enrolled in their class, it is only required for English learners who have not met the District's ELD progress benchmark of advancing one ELD level per year of instruction as measured by the overall Annual CELDT.

Note: The directions for the ELD WA are to be read aloud. They may also be posted in the classroom or photocopied and distributed to each student. If the directions are posted or distributed, they must be collected after the assessment has been completed and returned to the administrator or designee responsible for the ELD WA. The directions may not be translated into any other language. Each student receives one Student Response Form, but may be given additional sheets as needed. Although the ELD WA is not timed, students should take approximately 30 minutes to complete the assessment. Students are expected to produce a response without the benefit of prior instruction or coaching of any sort related to the 4-picture prompt. Responses are to be collected as they are completed **or** at the end of 30 minutes.

C. Step 3

Teachers should meet in grade level teams to analyze student responses using the District's ELD Composition Criteria Chart and anchor papers to verify the student's ELD WA level. The overall Annual CELDT level for "this year" and "last year", along with the ELD WA level must be recorded on each Student Response Form in the box provided.

D. <u>Step 4</u>

Each teacher will update the ELD Standards-Based Promotion Roster by recording the ELD WA level onto the roster and submitting the completed roster to the administrator or designee for review and input into the Elementary SIS on Screen 6, Fields 663 and 664.

E. <u>Step 5</u>

If the student is recommended for promotion, the teacher will place the ELD WA in the student's ELD Assessment Portfolio.

If the student is recommended for retention, the teacher will place the original ELD WA into the red Intervention Folder, which is stored in the student's cumulative record. Students who do not meet the promotion criteria will be referred for participation in Mandatory ELD SBP Intervention.

F. <u>Step 6</u>

The Mandatory ELD SBP Intervention teacher will re-administer the ELD WA **during the fourth week of Mandatory ELD SBP Intervention**. Before making a final determination of promotion or retention, the intervention teacher should refer to the ELD SBP Intervention criteria guide for procedures on completing the Summer School/Intersession Program Report of Student Progress.

If the final ELD WA level is higher than both overall Annual CELDT proficiency levels listed on the ELD Standards-Based Promotion Roster, promote the student.

If the ELD WA level is the same or lower than either overall Annual CELDT proficiency level listed on the ELD Standards-Based Promotion Roster, retain the student.

V. STANDARDS-BASED PROMOTION CASE STUDY EXAMPLES

The following case study examples may be used as a training tool to assist teachers in understanding how to use the ELD Standards-Based Promotion Roster to support their recommendations for promoting or retaining English learners. Refer to Attachments A and B when reviewing each case study.

A. <u>Student 1001</u>

- Upon review of the ELD Standards-Based Promotion Roster, the student did not demonstrate adequate ELD progress by advancing one ELD level based on the overall Annual CELDT (Columns 6 and 7). *Possible Retention.*

- The ELD WA level (Column 8) is equivalent to the overall Annual CELDT proficiency levels. This student has not demonstrated adequate ELD progress. *May Refer Student to Intervention.*

- The ELD Assessment Portfolio level is higher than both overall Annual CELDT levels and the number of ELD Years (Column 10) indicates the student recently advanced to the next ELD level. Both factors demonstrate the student is making adequate ELD progress. *May Promote the Student.*

- The teacher may exercise professional judgment by crossing the student's name off of the ELD Standards-Based Promotion Roster. The teacher must complete a SBP Justification for Promotion form (see BUL-601, Attachment I) **or** recommend this student to attend voluntary ELD Intervention. *May Refer Student to Intervention.*

B. Student 1002
- Upon review of the ELD Standards-Based Promotion Roster, Student 1002 achieved an overall Annual CELDT proficiency level of 3 "last year" and 2 "this year". This student did not demonstrate adequate ELD progress by advancing one ELD level based on the overall Annual CELDT. *Possible Retention.*

- The ELD WA level is higher than "this year" overall Annual CELDT level, which indicates that the student has demonstrated adequate ELD progress. *Promote the Student.*

  Note: Although Student 1002 achieved an overall Annual CELDT proficiency level of 3 in first grade ("last year"), and a 2 in second grade ("this year"), this student demonstrated adequate progress by advancing one ELD level based on the ELD WA.

- The teacher should cross this student's name off of the ELD Standards-Based Promotion Roster.

- This student may be recommended for participation in a voluntary ELD intervention program.

C. Student 1003
- Upon review of the ELD Standards-Based Promotion Roster, the student did not demonstrate adequate ELD progress by advancing from overall Annual CELDT level 4 to overall Annual CELDT level 5. The student's proficiency level lowered to overall Annual CELDT level 3. *Possible Retention.*

- The ELD WA level is equivalent to the "last year" overall Annual CELDT proficiency level, which indicates that the student has not made adequate ELD progress for 2 consecutive years. *May Refer Student to Intervention.*

- The ELD Assessment Portfolio level is equivalent to the "last year" overall Annual CELDT proficiency level, which indicates the student has not made adequate ELD progress for 1.1 years (Column 10). *May Refer Student to Intervention.*

- The CST E/LA performance level (Column 11) shows the student has met the District's reclassification benchmark of Basic, which indicates that the student is making adequate grade level progress in English language arts. ***May Promote the Student.***

- The teacher may exercise professional judgment by crossing this student's name off of the ELD Standards-Based Promotion Roster. The teacher must complete a SBP Justification for Promotion form **or** may recommend this student for participation in voluntary ELD Intervention.

D. Student 1004
- The overall Annual CELDT proficiency level for the last two years and the most recent ELD WA level, indicate that the student has not made adequate ELD progress. ***Possible Retention.***

- The ELD Years indicate that the student has remained at the same ELD Assessment Portfolio level for 1.9 years and has not made adequate ELD progress. ***Possible Retention.***

- The CST E/LA level indicates that the student is below the performance level of Basic and is not making adequate progress in grade-level language arts.

- The teacher does not have reasonable justification for promoting this student and **must** refer this student for participation in Mandatory ELD SBP Intervention.

In summary, while all four students may be recommended for retention based on the ELD Standards-Based Promotion policy, only one student has multiple indicators of inadequate ELD progress. The first three students have favorable progress indicators that would justify a recommendation for promotion. However, Student 1004 should be recommended for Mandatory ELD SBP Intervention and possible retention.
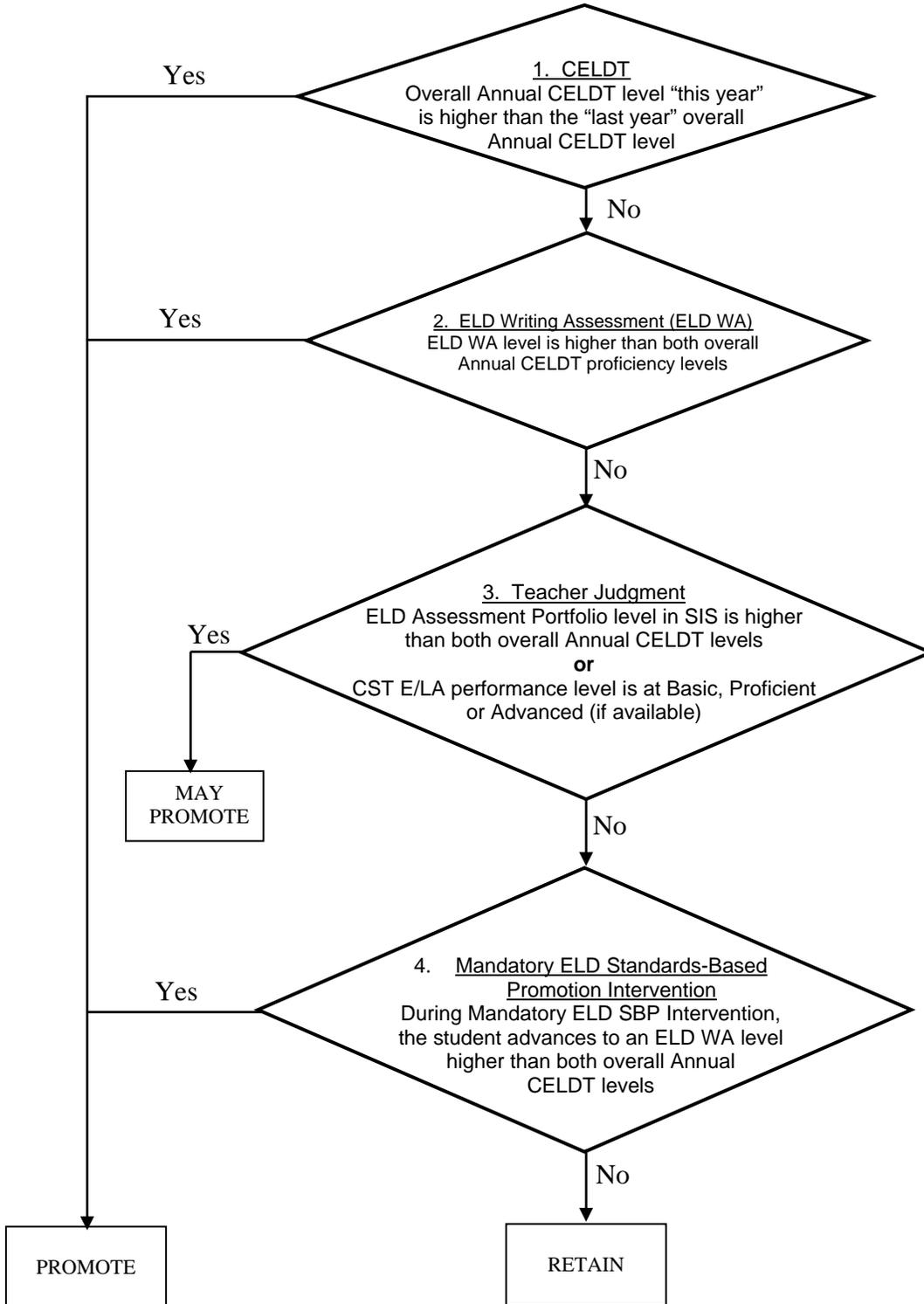
RELATED RESOURCES:

- BUL-601, *Standards-Based Promotion Policy, Parent Notification and Appeal Process for Elementary Schools*, December 17, 2003, from the Associate Superintendent, Beyond the Bell Branch.
- MEM-2409.0, *2006-2007 Summer School/Intersession Programs for Elementary Schools*, March 10, 2006, from the Executive Officer, Educational Services.
- REF-1359, *Procedures for Recording Data and Attendance Accounting for Elementary Intervention Programs,* November 1, 2004, from Planning, Assessment and Research.

ASSISTANCE: For assistance with technical support regarding the ELD Standards-Based Promotion Roster, please contact Elementary SIS at (213) 241-4617. For further ELD WA information, please contact your Local District EL Program Staff.

ELD STANDARDS-BASED PROMOTION ROSTER FLOWCHART

Yes

1. CELDT
Overall Annual CELDT level "this year"
is higher than the "last year" overall
Annual CELDT level

No

Yes

2. ELD Writing Assessment (ELD WA)
ELD WA level is higher than both overall
Annual CELDT proficiency levels

No

Yes

3. Teacher Judgment
ELD Assessment Portfolio level in SIS is higher
than both overall Annual CELDT levels
or
CST E/LA performance level is at Basic, Proficient
or Advanced (if available)

No

MAY
PROMOTE

Yes

**4. Mandatory ELD Standards-Based
Promotion Intervention**
During Mandatory ELD SBP Intervention,
the student advances to an ELD WA level
higher than both overall Annual
CELDT levels

No

PROMOTE

RETAIN

SAMPLE SIS ROSTER AND CASE STUDY

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ELD STANDARDS-BASED PROMOTION ROSTER
ROOM-45C TEACHER – DOE, D
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
					--CELDT--			-PORTFOLIO-		CST
ID#	NAME	GR	CHK IEP	MP PROG	LAST YEAR	THIS YEAR	ELD WA	ELD LVL	ELD YRS	E/LA LVL
1001	Acosta, Elena	2		EI	3	3	3	4	0.2	
1002	Veheru, Mattie	2		EI	3	2	3	2	1.3	
1003	Cervantes, Junior	3		EI	4	3	4	4	1.1	B
1004	Kim, Soojung	3		EI	3	2	2	3	1.9	FBB

Legend

(1) Four-digit student identification number
(2) Last and first name of potential retention candidates
(3) Current grade level
(4) Check IEP (If the student has an IEP, the ELD goals and objectives must be reviewed prior to determining participation in Mandatory ELD Standards-Based Promotion Intervention and/or retention).
(5) Master Plan Program Code

  EI: Structured English Immersion Program
  WB: Basic Bilingual Program
  DS: Dual Language Program (Spanish)
  DK: Dual Language Program (Korean)
  P: Mainstream English Program (ELD 5)
  W: Mainstream English Placement (ELD 1-4: With Parent Request)

(6) "Last year" overall Annual CELDT proficiency level
(7) "This year" overall Annual CELDT proficiency level
(8) Most recent ELD Writing Assessment level
(9) Current ELD Assessment Portfolio level
(10) Number of years at current ELD Assessment Portfolio level
(11) Most recent California Standards Test (CST) E/LA performance level

ELD Composition Criteria Chart*

ELD Level	ELD WRITING PERFORMANCE DESCRIPTORS	Comments
1	❑ **Response may consist of only one correctly spelled word in English.** ❑ Response may consist of isolated words and/or phrases. ❑ Response is identical to the directions or classroom environmental print. ❑ No response [NR] or writing is entirely in another language [HL].	
2	❑ **Response consists of at least one discrete sentence (*simple subject and predicate* <u>or</u> *lacks appropriate ending punctuation*).** ❑ Response contains numerous errors in grammar (*parts of speech*), mechanics (*capitalization, punctuation, spelling*), word choice and/or syntax (*word order*) that may destroy/seriously impede communication. ❑ Response may consist of several simple sentences unrelated to the 4-Picture prompt. ❑ Response may include non-English words. [Treat HL as missing words.]	
3	❑ **Response consists of 2-3 simple sentences related to the prompt.** ❑ Response contains numerous errors in grammar, syntax, word choice, and/or mechanics, but they do not impede communication. ❑ Response may use a few or repetitive transitional signals (*then, and then*). ❑ Response may include one or more non-English words.	
4	❑ **Response consists of at least 3-4 logically sequenced sentences that include an appropriate beginning, middle, and end.** ❑ Response contains a few errors in grammar and/or mechanics. ❑ Response may use a few transitional signals (*then, next, after that, when*); although sentence structure and word choice are usually simple. ❑ Response may have run-on sentences connected by "and" or "and then." ❑ Response may include a few details/examples of character and setting. ❑ Response may include one or more non-English words.	
5	❑ **Response consists of 4 or more logically sequenced sentences that include appropriate details/examples of character, setting and events.** ❑ Response contains fluent sentence structures of varied length. ❑ Response uses vivid/precise vocabulary and accurate transitional signals. ❑ May contain a few minor errors, which are acceptable in a "first draft."	

* Source: *CELDT K-5 Scoring Rationale for Writing A Story (2001) & Writing Short Compositions (2003), CA: CTB/McGraw*