



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: ELD STANDARDS-BASED PROMOTION
ROSTER FOR ELEMENTARY ENGLISH
LEARNERS

NUMBER: REF-831

ISSUER: Esther Wong, Assistant Superintendent
Planning, Assessment and Research

DATE: March 1, 2004

ROUTING

Local District Administrators
Local District EL Program Staff
Local District SBP Coordinators
Elementary Principals
Elementary Assistant Principals
EL Program Coordinators
SBP Coordinators

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: The major changes include:

- English Language Development (ELD) requirements for Standards-Based Promotion, Mandatory Intervention and Retention
- ELD Standards-Based Promotion SIS Roster procedures
- ELD Writing Assessment (Formerly called ELD Performance Assignment)

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 to students not meeting minimum standards-based criteria.

Bulletin No. 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 criteria and procedures for retaining students in these grades.

Reference Guide No. REF-799, *Required Elementary SIS Data for Standards-Based Promotion and Intervention Programs for 2003-2004*, February 9, 2004, from Planning, Assessment and Research, provides information for entering additional promotion and intervention data into Student Information System (SIS) for English Learners. Teachers with English Learners enrolled in a Basic Bilingual, Dual Language or Mainstream English Program, must review the rosters listed in this reference guide to identify students at-risk of not meeting grade-level criteria for promotion.

II. STANDARDS-BASED PROMOTION 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's adequate ELD progress benchmark of



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

advancing one ELD level per year of instruction. Beginning this school year, the District will utilize the following multiple measures to identify candidates for ELD standards-based promotion, mandatory intervention and retention:

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

Furthermore, schools are required to have updated ELD Catch-Up Plans designed to 1) identify English learners who have not met the District's adequate ELD progress benchmark, and to 2) provide them with immediate in-class, extended day, week and 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 English Language Development, Catch-Up and Monitoring Chapters of the *Instructional Programs for English Learners*, Elementary Guide, August 2001.

Bulletin No. 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 Annual California English Language Development Test (Annual CELDT), **or**
- Advance one ELD level or more per year based on the ELD Writing Assessment (when required as a second measure), **and**
- Teacher judgment based on 1) ELD Assessment Portfolio and/or 2) California Standards Test for English Language Arts (CST-ELA)

B. ELD Criteria for Mandatory Intervention and 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 Writing Assessment

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

A. Step 1

Schools will use the Student Information System (SIS) to generate an ELD Standards-Based Promotion Roster. This roster lists all ELs by



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

classroom who were unable to demonstrate adequate ELD progress based on the Annual CELDT.

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>.
- 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 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 Writing Assessment to those students listed on the ELD Standards-Based Promotion Roster.

D. Step 4

Teachers will determine the appropriate ELD Writing Assessment level by comparing each student's writing sample against the performance descriptors listed on the District's ELD Composition Criterion Chart.

E. Step 5

Teachers will write the ELD Writing Assessment level (1-5) onto the ELD Standards-Based Promotion Roster, until schools are provided instructions for entering ELD Writing Assessment results into the Elementary SIS system in Screen 6.

F. Step 6

Teachers will compare the handwritten ELD Writing Assessment level to both CELDT proficiency levels to determine whether or not students meet the promotion criteria.

If the ELD Writing Assessment level is higher than the highest overall CELDT proficiency level listed on the roster, promote the student.

If the ELD Writing Assessment level is the same or lower than the highest overall CELDT proficiency level listed on the roster, the student does not meet the standards-based promotion criteria and may be recommended for participation in a mandatory ELD intervention as a potential retention candidate.

However, the teacher may justify promotion on the basis of the following additional progress factors recorded on the Standards-Based Promotion Roster.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

G. Step 7

Teachers may justify promotion on the basis of the ELD Assessment Portfolio when English learners remain at the same ELD portfolio level for one year or less. First, the teacher must verify that the ELD levels on the ELD Standards-Based Assessment Roster (from SIS Screen 6) are accurate, as supported by current student assessment/work samples in the ELD Assessment Portfolios.

If the ELD portfolio level is higher than the highest overall CELDT proficiency level **and** the number of ELD years is 1.0 or less, the student may be 1) promoted **or** 2) required to attend a mandatory ELD intervention and possibly be retained.

H. Step 8

Teachers may justify promotion on the basis of the California Standards Test (CST) performance level for English Language Arts (ELA) when there is an otherwise apparent lack of evidence demonstrating adequate ELD progress. The teacher may continue to review the roster to determine whether or not the student meets the District's reclassification benchmark for adequate grade level progress of Basic (B), Proficient (P), or Advanced (A).

If the CST-ELA indicates the student is at or above the Basic performance level, the student may be 1) promoted **or** 2) required to attend a mandatory ELD intervention and possibly be retained.

I. Step 9

Teachers will review the cumulative records of English learners with disabilities to determine whether or not they have met the specific ELD goals and objectives indicated on their Individualized Educational Programs (IEPs).

If the current ELD performance matches IEP goals **or** if the school is unable to convene the IEP Team, the student must 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 standards-based promotion, mandatory intervention or retention based on ELD criteria. 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).



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

IV. PROCEDURES FOR ADMINISTERING THE ELD WRITING ASSESSMENT

A. Step 1

Local Districts must provide professional development for EL program coordinators or other school staff who will then be responsible to train teachers to administer the ELD Writing Assessment. Teachers should analyze the performance descriptors for each ELD Writing Assessment anchor paper provided for their grade level as well as develop inter-rater reliability.

B. Step 2

Teachers will administer the ELD Writing Assessment to the group of English learners listed on the Standards-Based Promotion Roster. The directions for the ELD Writing Assessment are posted and read to the students. The directions may not be translated into any other language. Each student receives one student response sheet to start, but may be given additional sheets as needed. Students are given no more than 30 minutes to respond in writing to the ELD Writing Assessment's four-picture prompt. Students are expected to produce a response without the benefit of prior instruction or coaching of any sort related to the prompt. Student responses are collected as they are completed **or** at the end of 30 minutes.

The following is the ELD Writing Assessment administration schedule:

School Calendar	Test Dates
Single Track	February 17-March 24
3-Track B, C	February 10-March 5
3-Track A	April 5-April 30
4-Track C	At end of SBP mandatory intervention
4-Track B, D	At end of SBP mandatory intervention
4-Track A	March 22-April 16

Note: Teachers on Tracks B, C and D in 4-track and Track B in 3-track schools should use the CELDT score as the first criteria and the ELD Assessment Portfolio (for this reporting period only) as the second Standards Based Promotion criteria to identify English learners for mandatory intervention. Thereafter, the ELD Writing Assessment will be used as stated in the District's SBP policy. The ELD Writing Assessment will be required as the assessment at the end of the February/March SBP mandatory intervention program.

C. Step 3

Teachers should meet in grade level teams to analyze student responses using the performance descriptors listed on the District's ELD Composition Criterion Chart and anchor papers to verify the student's ELD Writing Assessment level.

D. Step 4

Teachers will update the ELD Standards-Based Promotion Roster by writing the



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ELD Writing Assessment level onto the roster and submitting the completed roster to the principal or designee for review and input into the Elementary SIS system in Screen 6.

E. Step 5

Teachers will place a copy of the ELD Writing Assessment in the student's ELD Portfolio, if the student will be promoted. Otherwise, the teacher should place the ELD Writing Assessment into the Red Mandatory Intervention Folder.

F. Step 6

Mandatory ELD Intervention teachers will re-administer the ELD Writing Assessment before making a final determination of promotion or retention.

If the final ELD Writing Assessment level is higher than the highest overall CELDT proficiency level listed on the ELD Standards-Based Promotion Roster, promote the student.

If the ELD Writing Assessment level is the same or lower than the highest overall CELDT proficiency level listed on the roster, retain the student.

V. STANDARDS-BASED PROMOTION ROSTER CASE STUDY EXAMPLES (See Attachment B)

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.

A. Student 1001

- Upon review of the Annual CELDT proficiency levels for 2002 and 2003 (Attachment B, columns 6 and 7), the student did not progress to the next CELDT level. **Possible Retention.**
- The ELD Writing Assessment level (column 8) is higher than the CELDT level, the student is making adequate ELD progress. **Promote.**
- Cross this student's name off the ELD Standards-Based Promotion Roster.
- May recommend participation in a voluntary ELD intervention program.

B. Student 1002

- Upon review of the Annual CELDT proficiency levels for 2002 and 2003 (Attachment B, columns 6 and 7), the student did not progress to the next CELDT level. **Possible Retention.**
- The ELD Writing Assessment level (column 8) is equivalent to the CELDT level, the student is not making adequate ELD progress. **May Refer to Intervention.**
- The ELD Portfolio level (column 9) is higher than either CELDT level



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

and the number of ELD Years (column 10) indicates the student has been at that higher ELD level for two months, both of which indicates the student is currently making adequate ELD progress. **May Promote.** Teacher may exercise his/her professional judgment by crossing his/her name off the ELD Standards-Based Promotion Roster. Teacher must fill out a SBP justification for promotion form.

- Teacher may exercise his/her professional judgment to recommend this student attend a mandatory intervention for ELD. **Refer to Intervention.**

C. Student 1003

- Upon review of the Annual CELDT proficiency levels for 2002-03 and 2003-04 (Attachment B, columns 6 and 7), the student did not progress from CELDT 4 to CELDT 5, instead the student fell further behind to CELDT level 3. **May Refer to Intervention.**
- The ELD Writing Assessment level (column 8) is equivalent to last year's CELDT level, which indicates the student has made no progress for over 2 years. **May Refer to Intervention.**
- The ELD Portfolio level (column 9) is equivalent to last year's CELDT level, which indicates the student has made no progress for over 2 years. **May Refer to Intervention.**
- The CST-ELA performance level (column 11) indicates the student has met the district's reclassification benchmark of Basic, which may point to that s/he is making adequate grade level progress in English language arts. **May Promote.**
- Teacher may exercise his/her professional judgment by crossing this student's name off the ELD Standards-Based Promotion Roster. Teacher must fill out a SBP justification for promotion form.
- Teacher may exercise his/her professional judgment to recommend this student for participation in the mandatory standards-based summer school/intersession for ELD retention candidates. **Refer to Intervention.**

D. Student 1004

- The overall score for the annual CELDT and the most recent ELD Writing Assessment level indicates inadequate ELD progress.
- The ELD Portfolio level and the ELD Years data further support the need to provide the student with additional assistance in ELD.
- The CST score is below the performance level of basic and also demonstrates inadequate progress in grade-level language arts.
- The teacher does not have any reasonable ELD or academic justification for promoting this student. **Refer to Intervention.**



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

In summary, while all four students may be recommended for retention based on retention criteria, only one student has multiple indicators of inadequate ELD progress. The first three students have favorable progress indicators that would allow their teacher to recommend them for promotion. However, Student 1004 should be recommended for mandatory ELD intervention and possible retention.

RELATED RESOURCES:

- Attachment A - ELD Standards-Based Promotion Roster Flowchart
- Attachment B - Sample SIS Roster and Case Study
- Bulletin No. 601, *Standards-Based Promotion Policy, Parent Notification and Appeal Process for Elementary Schools*, December 17, 2003, from the Associate Superintendent, Beyond the Bell Branch.
- Reference Guide No. REF-799, *Required Elementary SIS Data for Standards-Based Promotion and Intervention Programs for 2003-2004*, February 9, 2004, from Planning, Assessment and Research.

ASSISTANCE:

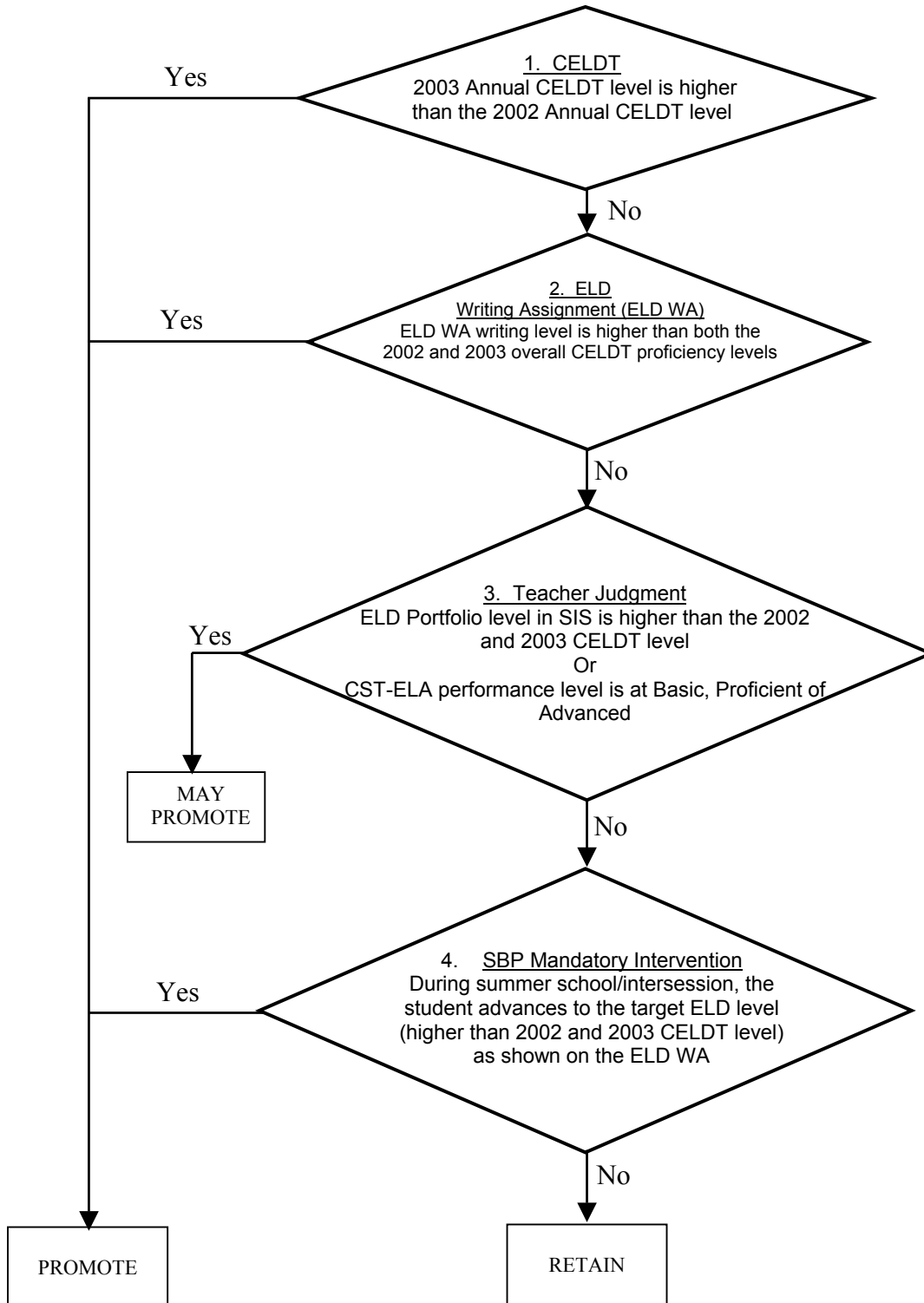
For assistance or further information please contact Elementary SIS support at (213) 241-4617 or Oscar Lafarga, Elementary Coordinator, Language Acquisition Branch (213) 241-5582.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Planning, Assessment and Research

REFERENCE GUIDE NO. REF-831
March 1, 2004

ATTACHMENT A

ELD STANDARDS-BASED PROMOTION ROSTER FLOWCHART



LOS ANGELES UNIFIED SCHOOL DISTRICT
Planning, Assessment and Research

REFERENCE GUIDE NO. REF-831
March 1, 2004

ATTACHMENT B

SAMPLE SIS ROSTER AND CASE STUDY

ELD STANDARDS-BASED PROMOTION ROSTER ROOM-45C TEACHER - DOE, D										
(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	2	2	3	2	1.1	BB
1002	Veheru, Mattie	2		EI	3	3	3	4	0.2	BB
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 (IEP must be checked for specific ELD goals and objectives)
- (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: Withdrawn by Parent Request)

- (6) 2002-2003 overall Annual CELDT proficiency level
- (7) 2003-2004 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) ELA performance level