



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

Technical Appendices

Reclassification of English Learner Students in California

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Appendix A: CALPADS Data

In the interest of this study, the California Department of Education (CDE) shared data from its California Longitudinal Pupil Achievement Data System (CALPADS) with PPIC. CALPADS was authorized in 2002 and now includes data for school years 2007–08 through 2012–13 (Warren and Hough, 2013).¹ PPIC was granted access to student records for those years, and we linked student records across school years using pseudo-student identifiers.² Our analytic strategy, described in the text of the report, was to focus on just four cohorts of students and to follow them over six years. In particular, we wanted to compare academic outcomes for reclassified students to students who were never reclassified, as well as to native English speakers and to Initially Fluent English Proficient (IFEP) students. Table A1 shows how the number of students we retained in our cohorts compares to published school enrollment numbers.

We eliminated students from the analysis who were missing in any of the six years of the data for the 2nd and 4th grade cohorts. However, we did allow high school students to be missing from the data beginning in the 10th grade for the 7th grade cohort and in the 11th grade for the 8th grade cohort. We retained students who transferred from elementary districts to the appropriate K–12 or high school district, but otherwise omitted from the analysis students who transferred. Because there is no known mapping of each elementary district to its appropriate high school or K–12 district, we retained in the sample students who transferred from an elementary school district to another district in the same county in the appropriate year. For example, a student attending a K–6 elementary district who transferred to another district in 7th grade was retained in the cohort as long as the new district was in the same county as the old district. Note that we retain a smaller proportion of our 4th grade cohort because these students are the ones most likely to be transferring from an elementary district to other districts during the six years that we follow them.

The race/ethnic distribution of our cleaned cohorts are fairly similar to those reported by CDE for the student groups. The major difference is among Latinos. Because we exclude ELs who did not start in California schools as kindergarteners, the share of Latinos (and ELs) is lower across all cohorts, but especially for the 7th and 8th grade cohorts. The share of EL students in the 7th and 8th grade cohort reported by CDE are 21 percent and 18 percent, respectively, where the share of ELs is 8 percent in each cohort after we drop students who are missing data or who have not been ELs since kindergarten.

Because our survey of district reclassification policies was somewhat more likely to be answered by districts serving a higher proportion of ELs, the proportion of ELs in our merged data is somewhat higher than after we cleaned the CALPADS data for our 2nd, 4th, and 7th grade cohorts.

¹ Warren, P., and H. Hough. 2013. *Increasing the Usefulness of California's Educational Data*, Public Policy Institute of California, San Francisco, CA.

² Student records held at PPIC for the duration of this study include neither names nor the CALPADS identifier. Instead, scrambled IDs, called pseudo IDs, were provided to PPIC that still allow student records to be linked but that protect student confidentiality and anonymity.

TABLE A1
Construction of cohorts from CALPADs data

	2nd grade cohort					4th grade cohort					7th grade cohort					8th grade cohort				
	CDE	Drop Missing, Clean data	Drop Transfers	Drop Special Ed	Merge with surveyed districts	CDE	Drop Missing, Clean data	Drop Transfers	Drop Special Ed	Merge with surveyed districts	CDE	Drop Missing, Clean data	Drop Transfers	Drop Special Ed	Merge with surveyed districts	CDE	Drop Missing, Clean data	Drop Transfers	Drop Special Ed	Merge with surveyed districts
AI/An	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Asian	8%	7%	8%	9%	9%	8%	7%	8%	9%	9%	8%	9%	10%	11%	11%	8%	8%	10%	10%	11%
PI	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Filipino	3%	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Latino	51%	49%	50%	50%	54%	51%	46%	48%	47%	51%	49%	42%	43%	43%	47%	48%	43%	45%	45%	49%
African American	7%	7%	6%	5%	6%	7%	8%	6%	6%	6%	8%	8%	6%	6%	6%	8%	9%	7%	6%	7%
White	26%	29%	28%	28%	24%	27%	31%	31%	31%	26%	29%	35%	34%	34%	29%	29%	33%	32%	32%	26%
Mult / No Resp	4%	4%	4%	4%	4%	3%	4%	3%	3%	3%	3%	3%	3%	3%	2%	2%	2%	2%	2%	2%
EL	37%	29%	31%	30%	33%	30%	18%	19%	17%	20%	21%	8%	9%	7%	8%	19%	8%	8%	7%	8%
Econ disvtg	53%	54%	54%	52%	55%	52%	51%	50%	49%	52%	50%	47%	46%	45%	49%	48%	48%	47%	46%	50%
Total	471,398	241,346	189,304	150,794	87,845	467,305	213,687	162,226	131,938	77,500	487,331	295,563	226,452	192,991	107,763	490,054	173,162	139,813	120,205	71,493

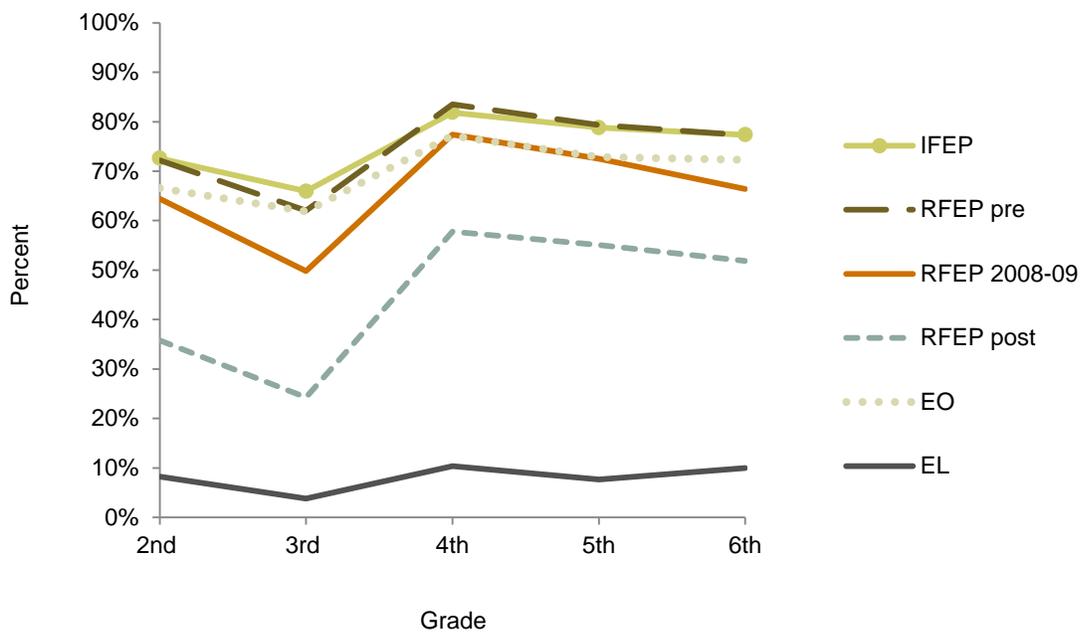
NOTE: * Also dropped RFEP and EL students not in California in kindergarten.

Our data cleaning, dropping of students with missing data, and our district transfer restrictions do not have much of an effect on the proportion of students who are economically disadvantaged (which we measure by students' use of the free or reduced price lunch program). When we drop Special Education students from each cohort, the race/ethnic distribution of students is largely unchanged, but the share of economically disadvantaged students declines by 1 or 2 percentage point across cohorts. The change in the share of EL students is similar, declining by 1 percentage point when we drop Special Education students. At the end of our cohort construction and data cleaning, we retained about 30 percent of the original class size of 2007–08 for grades 2 and 4, about 40 percent for grade 7, and about 25 percent for grade 8. When we merged our survey data for the 303 responding districts, we were able to retain 19 percent of the 2nd grade cohort, 17 percent of the 4th grade cohort, 22 percent of the 7th grade cohort, and 15 percent of the 8th grade cohort.

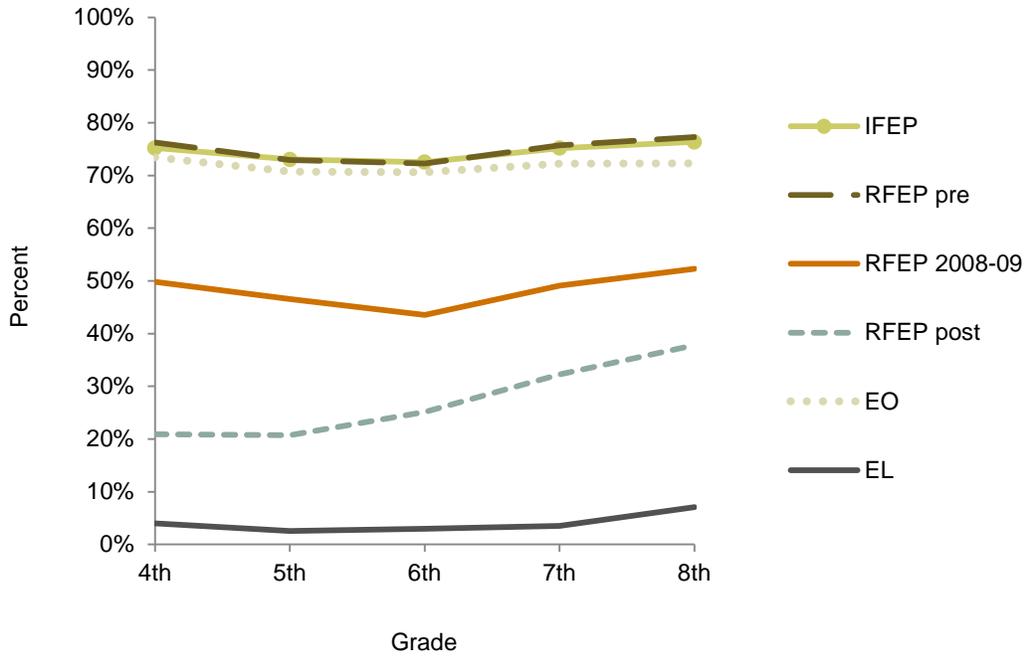
Below, we display the share of the youngest cohorts (2nd, 4th, and 7th) who score Proficient or higher on the CST, by language group status, and grade (Figure A1).

FIGURE A1
Percent scoring Proficient or higher on CST ELA

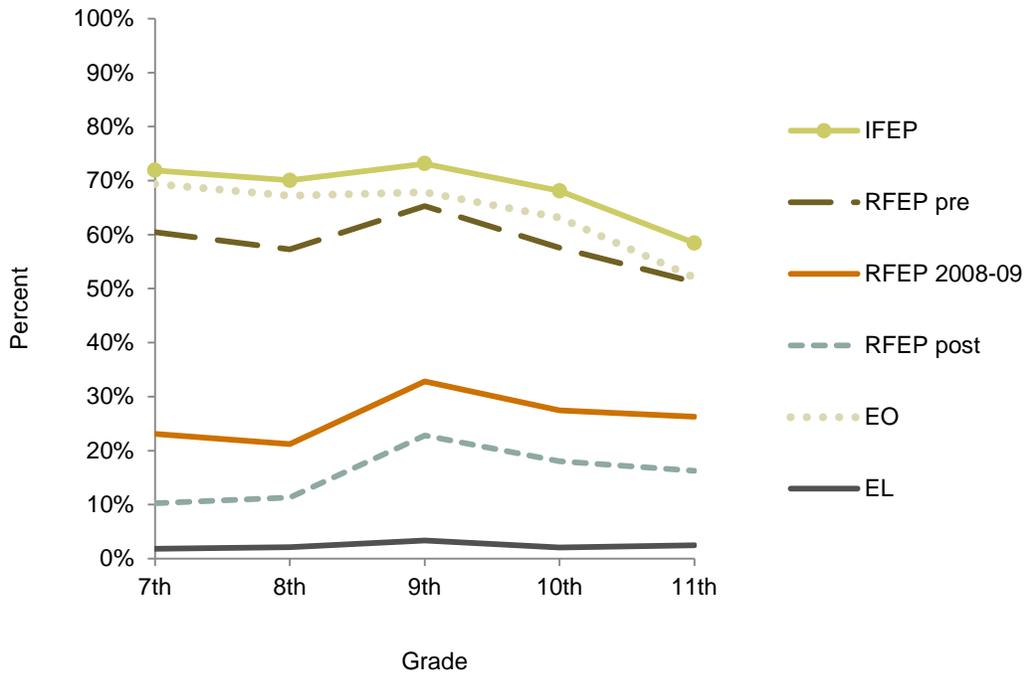
2nd Grade Cohort



4th Grade Cohort



7th Grade Cohort



SOURCE: Authors' calculations using CALPADS

NOTE: Results are not tested for statistical significance.

Appendix B: Survey Questions



PPIC

ENGLISH LEARNERS RECLASSIFICATION SURVEY

Please tell us a few general things about your district.

Here we ask a few questions about your school district.

What is the name of your school district?

What is your approximate job title?

- superintendent
- director of EL services
- director of curriculum
- EL coordinator/specialist
- teacher on special assignment
- other (please describe)

The next question will help us understand what grades levels are served by your districts and at which grade levels students can be reclassified from EL to RFEP status.

What grade levels does your district serve and in which can students be reclassified?

	Does district serve?		
	Yes; Can Be Reclassified	Yes; Cannot be Reclassified	No
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, is 5th grade usually in an Elementary or a Junior/Middle/Intermediate school?

- Elementary
- Junior/Middle/Intermediate

In your district, is 6th grade usually in an Elementary or a Junior/Middle/Intermediate school?

- Elementary
- Junior/Middle/Intermediate

In your district, is 7th grade usually in an Elementary or a Junior/Middle/Intermediate school?

- Elementary
- Junior/Middle/Intermediate

In your district, is 8th grade usually in an Elementary or a Junior/Middle/Intermediate school?

- Elementary
- Junior/Middle/Intermediate

In your district, is 9th grade usually in a Junior/Middle/Intermediate or a High school?

- Junior/Middle/Intermediate
- High

For the remainder of the survey, we will only ask about grades that your district serves and that can be reclassified. We will group grade levels into the following categories:

Early elementary (k-2)

Upper elementary (3-5/6)

Intermediate grades (5/6 - 8). These could be Elementary, Middle School, Junior High, or Intermediate School in your district.

High school (grades 9-12).

Initial Assessment

Now we will ask a few questions about how your district determines a student's primary language.

Does your district use the Home Language Survey to determine a student's primary language?

- Yes
- No

If the parent or guardian indicates that a non-English language is most often spoken by adults in the home, but all other answers were English, will the student be assessed for EL status?

- Yes
- No
- Sometimes/depends (please describe)

Does your district use any method in addition to the Home Language Survey to determine a student's primary language (e.g. interview)?

- Yes
- No

What method does your district use to determine a student's primary language?

EL programs

The survey will now ask about your district's reclassification policies for students in EL programs who are not identified as special education students. The survey will first ask about reclassification policies for students in structured English Immersion (SEI) programs. If your reclassification policies are different for other EL programs, it will then ask you a much more limited set of questions about reclassification policies in those programs.

Later in the survey, we will ask a few questions about reclassification policies for EL special education students.

Does your district use the same reclassification criteria for SEI (Structured English Immersion for students who are less than reasonably fluent in English) as it does for students in other EL programs?

	Same as SEI	Different from SEI	N/A; district does not offer
ELM: English language mainstream for students who are reasonably fluent in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative programs: including bilingual, dual language, and transitional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

English Proficiency in Early Elementary (grades K-2)

The next set of questions asks about your district's criteria to assess English proficiency of EL students in SEI programs.

Do you use the Annual CELDT to assess English proficiency for early elementary (grades K-2) students?

- Yes
- No

What overall proficiency level is required for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in early elementary (grades K-2)?

- Early Advanced
- Advanced
- Other (please describe)

What CELDT subscores does your district require for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in early elementary (grades K-2)? Please indicate the minimum score your district will allow.

	intermediate or higher	Early Advanced or higher	Advanced
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the maximum number of a student's CELDT subtest scores that can be intermediate for the student to still be considered for reclassification?

- 1
- 2
- Other (please describe)

If you do not use the CELDT for early elementary students (grades K-2), what assessment do you use?

What score or level does your require on this assessment for early elementary students (grades K-2)?

English Proficiency in Upper Elementary (grades 3 and above)

Do you use the same criteria for upper elementary (grades 3+) students?

- Yes
- No

Do you use the Annual CELDT to assess English proficiency for upper elementary (grades 3+) students?

- Yes
- No

What overall proficiency level is required for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in upper elementary (grades 3+) students?

- Early Advanced
- Advanced
- Other (please describe)

What CELDT subscores does your district require for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in upper elementary (grades 3+) students? Please indicate the minimum score your district will allow.

	Intermediate or higher	Early Advanced or higher	Advanced
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the maximum number of a student's CELDT subtest scores that can be intermediate for the student to still be considered for reclassification?

- 1
- 2
- Other (please describe)

If your district does not use the CELDT for upper elementary students (grades 3+), what assessment do you use?

What score or level does your district require for upper elementary (grades 3+) students?

English Proficiency in Intermediate Grades (middle school, junior high)

Do you use the same criteria to assess English proficiency for intermediate (middle, junior high) grades?

- Yes
- No

Do you use the Annual CELDT to assess English proficiency for intermediate (middle, junior high) grades?

- Yes
- No

What overall proficiency level is required for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in intermediate (middle, junior high) grades?

- Early Advanced
- Advanced
- Other (please describe)

What CELDT subscores does your district require for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in intermediate (middle, junior high) grades? Please indicate the minimum score your district will allow.

	Intermediate or higher	Early Advanced or higher	Advanced
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the maximum number of a student's CELDT subtest scores that can be intermediate for the student to still be considered for reclassification?

- 1
- 2
- Other (please describe)

If you do not use the CELDT for intermediate (middle, junior high) grades, what assessment does your district use?

What score or level does your district require for intermediate (middle, junior high) grades?

English Proficiency in High School (grades 9-12)

Do you use the same criteria for high school students?

- Yes
- No

Does your district use the Annual CELDT to assess English proficiency for high school students?

- Yes
- No

What overall proficiency level is required determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in for high school students?

- Early Advanced
- Advanced
- Other (please describe)

What CELDT subscores does your district require for determining an EL student has met the fluent English proficient performance standard ("CELDT criterion") in high school students? Please indicate the minimum score your district will allow.

	Intermediate or higher	Early Advanced or higher	Advanced
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the maximum number of a student's CELDT subtest scores that can be intermediate for the student to still be considered for reclassification?

- 1
- 2
- Other (please describe)

If you do not use the CELDT for high school, what assessment does your district use?

What score or level does your district require for high school students?

What personnel are utilized in administering the initial CELDT in your district? (please check as many as apply)

	Student's own teacher	Other teacher	Paraprofessional	Assessment team	No typical administration
Speaking	<input type="checkbox"/>				
Listening	<input type="checkbox"/>				
Reading	<input type="checkbox"/>				
Writing	<input type="checkbox"/>				

What personnel are utilized in administering the annual CELDT in your district? (please check as many as apply)

	Student's own teacher	Other teacher	Paraprofessional	Assessment team	No typical administration
Speaking	<input type="checkbox"/>				
Listening	<input type="checkbox"/>				
Reading	<input type="checkbox"/>				
Writing	<input type="checkbox"/>				

Who is typically part of the assessment team? (please check all that apply)

Certificated staff

Paraprofessionals/aides

Other classified staff

Other (please describe)

Basic Skills

The next set of questions asks about district criteria to assess the basic skills of EL students.

What test, assessment, or other metric does your district use to assess Basic Skills for early elementary (K-1) students?

Please describe in the boxes below.

Criteria 1

Criteria 2

Criteria 3

Is there a minimum cut-off score required for K-1 reclassification?

	Yes	No
» Criteria 1	<input type="radio"/>	<input type="radio"/>
» Criteria 2	<input type="radio"/>	<input type="radio"/>
» Criteria 3	<input type="radio"/>	<input type="radio"/>

What is the minimum cut-off score for K-1 reclassification?

	Enter cut-off score below
» Criteria 1	<input type="text"/>
» Criteria 2	<input type="text"/>
» Criteria 3	<input type="text"/>

How does your district assess Basic Skills for 2nd grade students?

	Required in all cases	May be required	Not required
CST ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What score does your district require for 2nd graders on the CST ELA?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for 2nd graders on the CST Math?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What is the "other" method used to assess basic skill for 2nd graders?

Is there a minimum cut-off score required on this "other" method?

- Yes
- No

What is the cut-off score required on this "other" method use to assess basic skills for 2nd graders?

Is there a minimum cut-off score required for 2nd grade reclassification?

	Yes	No
» Criteria 1	<input type="radio"/>	<input type="radio"/>
» Criteria 2	<input type="radio"/>	<input type="radio"/>
» Criteria 3	<input type="radio"/>	<input type="radio"/>

What is the minimum cut-off score for 2nd grade reclassification?

	Enter cut-off score below
» Criteria 1	<input type="text"/>
» Criteria 2	<input type="text"/>
» Criteria 3	<input type="text"/>

How does your district assess Basic Skills for upper elementary (grades 3+) students?

	Required in all cases	May be required	Not required
CST ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST History-Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What score does your district require for the CST ELA?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for the CST Math?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for the CST Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What score does your district require for the CST History-Social Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What other test, assessment, or metric does your district use to assess Basic Skills for upper elementary (3+) students?

Please describe in the boxes below.

Criteria 1

Criteria 2

Criteria 3

For upper elementary (grades 3+) students, is there a minimum cut-off score required?

	Yes	No
» Criteria 1	<input type="radio"/>	<input type="radio"/>
» Criteria 2	<input type="radio"/>	<input type="radio"/>
» Criteria 3	<input type="radio"/>	<input type="radio"/>

What is the minimum cut-off score?

	Enter cut-off score below
» Criteria 1	<input type="text"/>
» Criteria 2	<input type="text"/>
» Criteria 3	<input type="text"/>

Does your district use the same basic skills reclassification criteria in intermediate grades (middle, junior high)?

- Yes
 No

How does your district assess Basic Skills for intermediate (middle, junior high) grades?

	Required in all cases	May be required	Not required
CST ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST History-Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What score does your district require for the CST ELA?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for the CST Math?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for the CST Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What score does your district require for the CST History-Social Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What other test, assessment, or metric does your district use to assess Basic Skills for intermediate (middle, junior high) students?

Please describe in the boxes below.

Criteria 1

Criteria 2

Criteria 3

For intermediate (middle, junior high) students, is there a minimum cut-off score required?

	Yes	No
» Criteria 1	<input type="radio"/>	<input type="radio"/>
» Criteria 2	<input type="radio"/>	<input type="radio"/>
» Criteria 3	<input type="radio"/>	<input type="radio"/>

What is the minimum cut-off score?

	Enter cut-off score below
» Criteria 1	<input type="text"/>
» Criteria 2	<input type="text"/>
» Criteria 3	<input type="text"/>

Does your district use the same basic skills reclassification criteria for high school students?

- Yes
 No

How does your district assess Basic Skills for high school students?

	Required in all cases	May be required	Not required
CST ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CST History-Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAHSEE - ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAHSEE - Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What score does your district require for the CST ELA?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (350+)
- Advanced
- Other (please describe)

What score does your district require for the CST Math?

- Basic or higher (300+)
- Mid Basic or higher (325+)
- Proficient or higher (325+)
- Advanced (350+)
- Other (please describe)

What score does your district require for the CST Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What score does your district require for the CST History-Social Science?

- Basic or higher
- Mid Basic or higher
- Proficient or higher
- Advanced
- Other (please describe)

What other test, assessment, or metric does your district use to assess Basic Skills for high school students?
Please describe in the boxes below.

Criteria 1
[]

Criteria 2
[]

Criteria 3
[]

For high school students, is there a minimum cut-off score required?

	Yes	No
» Criteria 1	<input type="radio"/>	<input type="radio"/>
» Criteria 2	<input type="radio"/>	<input type="radio"/>
» Criteria 3	<input type="radio"/>	<input type="radio"/>

What is the minimum cut-off score?

	Enter cut-off score below
» Criteria 1	[]
» Criteria 2	[]
» Criteria 3	[]

Teacher Evaluation

The next set of questions ask about the teacher evaluation criteria used in your district to assess EL students.

How does your district solicit feedback for the teacher evaluation component of reclassification for grades K-2 students? (please check all that apply)

	Required	May be considered	Not considered
Grades/marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how grades or marks are incorporated for grades K-2 students, including any minimums, differences or relative importance of certain subject area, and the timing of achieving the grade/mark.

Please describe which assessments are used in the teacher evaluation component for students in grades K-2, including any minimum scores or levels.

How else might your district solicit feedback for the teacher evaluation component of reclassification for grades K-2 students? (please check all that apply)

	Considered	Not considered
Participation	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>
Teacher conference	<input type="radio"/>	<input type="radio"/>
Portfolio	<input type="radio"/>	<input type="radio"/>
Benchmarks	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>
Disciplinary actions	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>

Please tell us more.

	Please describe how your district considers these aspects of the teacher evaluation.
» Participation	<input type="text"/>
» Behavior	<input type="text"/>
» Projects	<input type="text"/>
» Teacher conference	<input type="text"/>
» Portfolio	<input type="text"/>
» Benchmarks	<input type="text"/>
» Attendance	<input type="text"/>
» Disciplinary actions	<input type="text"/>
» Homework	<input type="text"/>

Please describe in further detail any other aspects of the teacher evaluation for students in grades K-2 not covered in prior questions

Does your district use the same teacher evaluation criteria for upper elementary students (grades 3+)?

- Yes
- No

How does your district solicit feedback for the teacher evaluation component of reclassification for students in upper elementary (grades 3+)? (please check all that apply)

	Required	May be considered	Not considered
Grades/marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how grades or marks are incorporated for upper elementary students (grades 3+), including any minimums, differences or relative importance of certain subject area, and the timing of achieving the grade/mark.

Please describe which assessments are used in the teacher evaluation component for upper elementary students (grades 3+), including any minimum scores or levels.

For upper elementary students (grades 3+), how else might your district solicit feedback for the teacher evaluation component of reclassification? (please check all that apply)

	Considered	Not considered
Participation	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>
Teacher conference	<input type="radio"/>	<input type="radio"/>
Portfolio	<input type="radio"/>	<input type="radio"/>
Benchmarks	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>
Disciplinary actions	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>

Please tell us more.

	Please describe how your district considers these aspects of teacher evaluation
» Participation	<input type="text"/>
» Behavior	<input type="text"/>
» Projects	<input type="text"/>
» Teacher conference	<input type="text"/>
» Portfolio	<input type="text"/>
» Benchmarks	<input type="text"/>
» Attendance	<input type="text"/>
» Disciplinary actions	<input type="text"/>
» Homework	<input type="text"/>

Please describe in further detail any other aspects of the teacher evaluation for upper elementary students (grades 3+) not covered in prior questions

Does your district use the same teacher evaluation criteria for students in intermediate (middle, junior high) schools?

- Yes
 No

How does your district solicit feedback for the teacher evaluation component of reclassification for students in intermediate (middle, junior high) schools? (please check all that apply)

	Required	May be considered	Not considered
Grades/marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how grades or marks are incorporated for intermediate (middle, junior high) schools, including any minimums, differences or relative importance of certain subject area, and the timing of achieving the grade/mark.

Please describe which assessments are used in the teacher evaluation component for intermediate (middle, junior high) schools, including any minimum scores or levels.

For intermediate (middle, junior high) schools, how else might your district solicit feedback for the teacher evaluation component of reclassification? (please check all that apply)

	Considered	Not considered
Participation	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>
Teacher conference	<input type="radio"/>	<input type="radio"/>
Portfolio	<input type="radio"/>	<input type="radio"/>
Benchmarks	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>
Disciplinary actions	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>

Please tell us more.

	Please describe how your district considers these aspects of teacher evaluation	
» Participation	[]
» Behavior	[]
» Projects	[]
» Teacher conference	[]
» Portfolio	[]
» Benchmarks	[]
» Attendance	[]
» Disciplinary actions	[]
» Homework	[]

Please describe in further detail any other aspects of the teacher evaluation for intermediate (middle, junior high) not covered in prior questions

Does your district use the same teacher evaluation criteria for students in high school?

- Yes
 No

How does your district solicit feedback for the teacher evaluation component of reclassification for students in high school? (please check all that apply)

	Required	May be considered	Not considered
Grades/marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe how grades or marks are incorporated for high school students, including any minimums, differences or relative importance of certain subject area, and the timing of achieving the grade/mark.

Please describe which assessments are used in the teacher evaluation component for high school students, including any minimum scores or levels.

For high school students, how else might your district solicit feedback for the teacher evaluation component of reclassification? (please check all that apply)

	Considered	Not considered
Participation	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>
Projects	<input type="radio"/>	<input type="radio"/>
Teacher conference	<input type="radio"/>	<input type="radio"/>
Portfolio	<input type="radio"/>	<input type="radio"/>
Benchmarks	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>
Disciplinary actions	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>

Please tell us more.

	Please describe how your district considers these aspects of teacher evaluation
» Behavior	<input type="text"/>
» Participation	<input type="text"/>
» Projects	<input type="text"/>
» Teacher conference	<input type="text"/>
» Portfolio	<input type="text"/>
» Benchmarks	<input type="text"/>
» Attendance	<input type="text"/>
» Homework	<input type="text"/>
» Disciplinary actions	<input type="text"/>

Please describe in further detail any other aspects of the teacher evaluation for high school students not covered in prior questions

Parent Consultation

The next questions ask about how parents are consulted regarding reclassification decisions in your district.

How are parents included in the decision to reclassify their students? (please check all that apply)

- Explain reclassification criteria
- Presented performance data
- Compare data to criteria
- Solicit parent feedback
- None of the above
- Parents are not consulted
- Other (please describe)

How are parents informed of the decision to reclassify their students? (please check all that apply)

- Letter
- Phone call
- In person meeting
- Signature
- Other (please describe)

Reclassification over time

In this section, we are trying to gather baseline data. SB 1108 requires that reclassification policies be linked to student outcomes. These responses assist in that analysis and are in no way related to the ACLU lawsuit.

What was your district's reclassification rate in 2008-09?

Were all aspects of your district's reclassification policy the same in 2008-09? We are still focusing on EL students in Structured English Immersion (SEI) programs.

	Yes	No
English proficiency	<input type="radio"/>	<input type="radio"/>
Basic skills	<input type="radio"/>	<input type="radio"/>
Teacher evaluation	<input type="radio"/>	<input type="radio"/>
Parent consultation	<input type="radio"/>	<input type="radio"/>

How has district policy changed on the assessment of English proficiency?

- Changed the overall CELDT level
- Changed the use of CELDT subscores
- Changed other assessment

What was the overall CELDT score required in 2008-09?

- Early Advanced
- Advanced
- Other

What were the CELDT subscores required in 2008-09

	Intermediate	Early Advanced	Advanced
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the maximum number of a student's CELDT subtest scores that can be intermediate for the student to still be considered for reclassification?

- 1
- 2
- Other (please describe)

If your district used another assessment in addition to or instead of the CELDT in 2008-09, what assessment did your district use?

What score or level was required for reclassification on this assessment in 2008-09?

How has district policy changed on the assessment of basic skills?

- Changed CST requirement
- Changed CAHSEE requirement
- Used other method of assessing basic skill

What were the CST scores required in 2008-09?

	Basic	Mid Basic	Proficient	Advanced	Did not require
CST ELA	<input type="radio"/>				
CST Math	<input type="radio"/>				
CST Science	<input type="radio"/>				
CST History / Social Studies	<input type="radio"/>				

What was the "other" method your district used in 2008-09 to assess basic skill?

How has district policy changed on the teacher evaluation?

- Different grade requirements/considerations
- Different assessment requirements/considerations
- Different other requirements/considerations

What were the grade requirements/considerations used for the teacher evaluation component of reclassification decisions in 2008-09?

What were the assessment requirements/considerations used for the teacher evaluation component of reclassification decisions in 2008-09?

What were the other requirements/considerations used in the teacher evaluation component of reclassification decisions in 2008-09?

How has district policy changed on the parent consultation?

Compared to your district's current reclassification criteria by grade (elementary, middle, and high school), please let us know below if there were any important differences by grade in 2008-09 that you did not already mention.

Other EL Programs

Up until now, the survey has asked for your district's reclassification policies for students in the Structured English Immersion (SEI) setting who are not identified as Special Education students. This section asks about your reclassification policies for English Language Mainstream (ELM) and alternative programs (including bilingual, dual language, etc). In a prior question, you identified that aspects of your reclassification policy are different for students in these other settings compared to those in SEI. Is this correct?

- Yes
- No

Please tell us how your district's reclassification criteria are different for ELM students than for those in SEI.

Please focus your answer on the aspects of reclassification policy that we have already asked about in this survey, including:

1. Assessing English proficiency
2. Assessing basic skills
3. Teacher evaluation
4. Parent consultation

For example, do you use a different assessment of basic skills or a different cut-off score/level? Do criteria vary by grade level?

In 2008-09, were reclassification criteria different for EL students in ELM programs than they are now?

- Yes
- No

Please describe how reclassification criteria for EL students in ELM programs were different in 2008-09 than they are now.

Please tell us how your district's reclassification criteria are different for EL students in alternative EL programs than for those in SEI.

Please focus your answer on the aspects of reclassification policy that we have already asked about in this survey, including:

1. Assessing English proficiency
2. Assessing basic skills
3. Teacher evaluation
4. Parent consultation

For example, do you use a different assessment of basic skills or a different cut-off score/level? Do criteria vary by grade level?

In 2008-09, were reclassification criteria different for EL students in alternative EL programs than they are now?

- Yes
- No

Please describe how reclassification criteria for EL students in ELM programs were different in 2008-09 than they are now.

Special Education English Learners

This section asks about reclassification policies for EL students who are also identified as special education and have an IEP.

Which special education students can be reclassified in your district?

	Cannot be reclassified	Can be reclassified
Autism	<input type="radio"/>	<input type="radio"/>
Deaf-blindness	<input type="radio"/>	<input type="radio"/>
Deafness	<input type="radio"/>	<input type="radio"/>
Emotional disturbance	<input type="radio"/>	<input type="radio"/>
Hard of hearing	<input type="radio"/>	<input type="radio"/>
Intellectual disabilities	<input type="radio"/>	<input type="radio"/>
Multiple disabilities	<input type="radio"/>	<input type="radio"/>
Orthopedic impairment	<input type="radio"/>	<input type="radio"/>
Other health impairment	<input type="radio"/>	<input type="radio"/>
Specific learning disability	<input type="radio"/>	<input type="radio"/>
Speech or language impairment	<input type="radio"/>	<input type="radio"/>
Traumatic brain injury	<input type="radio"/>	<input type="radio"/>
Visual impairment	<input type="radio"/>	<input type="radio"/>

Are all special education students reclassified using the same reclassification criteria, regardless of specific disability?

- Yes
- No

Now we will ask you to tell us how special education students' reclassification criteria differs from non-special education students' criteria. Please note differences in the categories below as well as any differences for severely cognitively impaired students.

1. How is English proficiency assessed?
2. How are basic skills assessed?
3. What is included in the teacher evaluation?
4. How are parents consulted?

Now we will ask you to tell us how special education students' reclassification criteria differs from non-special education students' criteria. In the question(s) below, please note differences in the following categories:

1. How is English proficiency assessed?
2. How are basic skills assessed?
3. What is included in the teacher evaluation?
4. How are parents consulted?

Please describe how reclassification criteria for **autistic** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **deaf-blind** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **deaf** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **emotionally disturbed** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **hard of hearing** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **intellectually disabled** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **multiple disability** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **orthopedically impaired** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **other health impaired students** differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **specific learning disability** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **speech or language impaired** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **traumatic brain injury** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Please describe how reclassification criteria for **visually impaired** students differ from non-special education students, noting any differences for severely cognitively impaired students.

Relative importance of reclassification criteria

Now we ask a few questions about reclassification criteria and rates that apply to all ELs students in your district, regardless of EL program type or special education status.

In your opinion, how important are each of the reclassification criteria in the ultimate decision to reclassify a student, with importance increasing from 0 to 10? Please explain why you selected that level of importance using the comment boxes.

(We understand that this your subjective sense of their relative importance rather than firm district policy.)

	0	1	2	3	4	5	6	7	8	9	10
English Language Proficiency											
Basic Skills											
Teacher Evaluation											
Parental Consultation											

Please tell us more about why you selected the level of importance that you did for English Language Proficiency, Basic Skills, Teacher Evaluation, and Parental Consultation.

Is there a time of year when students are typically reclassified in your district? (You may check more than one.)

- Fall
- Winter
-

Spring

-
- Summer
- No

Does your district monitor former EL students after they have been reclassified?

- Yes
- No

What sorts of monitoring does your district engage in post reclassification for students?

- CST ELA
- Course grades/marks
- District monitoring rubric
- Other district assessments
- Other

How long are RFEP students monitored?

	One year	Two years	Three or more years
» CST ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Course grades/marks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» District monitoring rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Other district assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Other			

In your district, what CST ELA score indicate that an RFEP student is struggling?

Which course grades/marks does your district monitor for RFEP students?

What course grade/marks levels indicate that an RFEP student is struggling?

In your district, what district monitoring rubric do you use to monitor RFEP students?

What outcomes on the district monitoring rubric indicate that an RFEP student is struggling?

In your district, what "other" assessment is used to monitor RFEP students?

What "other" assessment scores indicate that an RFEP student is struggling?

In your district, what "other" method is used to monitor RFEP students?

What indicates that an RFEP student is struggling on this "other" method?

Please describe any interventions or additional support your district might offer RFEP students if they appear to be struggling.

Is there anything else you would like to tell us about reclassification policies in your district?

Appendix C: Survey Methods and Findings

PPIC developed the survey of district reclassification policies in consultation with EL experts and several large school districts, as well as PPIC staff. Because district reclassification policies can vary by grade level and because school districts serve different grade levels and also vary in whether reclassification is even possible in some grades (e.g., grades K–2), the survey needed to be able to have somewhat complicated skip patterns. Qualtrics survey software allowed for this, and we used this software to develop and electronically distribute the survey.

In order to get the survey to the proper respondents in each district, we obtained two lists of likely survey respondents from CDE: Title III contacts and superintendents.³ We emailed all district superintendents and charter school principals to let them know the survey would be emailed to their districts.⁴ In the case of districts that receive Title III funding, we emailed the survey directly to the appropriate contact. In the remaining districts, we emailed the survey to the district superintendent. The person who received the e-mailed survey link could forward the survey to another respondent, but the survey could only be filled out once by each district.

About one week after the initial survey was emailed, we sent a reminder to each respondent who had not yet filled out the survey. About two weeks after our initial email, regional representatives at the English Learner Coordinators Network contacted district staff that had yet to respond. It is likely that not every regional representative attempted to remind all district staff of the survey. Based on responses from a few of the regional representatives, we estimate that somewhere between 10 to 15 percent of our email contacts for districts were out of date. We also called the ten largest school districts to encourage their participation. Final reminders of the survey response deadline were sent a few days before, and then again one day before, the deadline. The survey was in the field for slightly more than three weeks, starting in early June. Selected survey questions and responses are included below (Tables C1–C23).

³ Title III is the federal funding for language instruction for limited English-proficient and immigrant students authorized through the Elementary and Secondary Education Act.

⁴ Charter schools were included in the survey, but are not reported here.

TABLE C1
“What is your approximate job title?”

Job Title	
Superintendent	18.5%
Assistant superintendent	9.2%
Director of EL services	26.4%
Director of curriculum	9.9%
EL coordinator/specialist	20.8%
Teacher on special assignment	2.3%
Other	12.9%
Respondents (N)	303

TABLE C2
“What grades does your district serve, and can EL students be reclassified?”

Grade	Can reclassify?		Do not serve	Respondents (N)
	Yes	No		
K	25.1%	62.4%	12.5%	303
1	42.2%	47.4%	10.6%	303
2	48.5%	41.3%	10.2%	303
3	82.5%	7.3%	10.2%	303
4	89.4%	0.3%	10.2%	303
5	89.4%	0.7%	9.9%	303
6	89.1%	0.7%	10.2%	303
7	86.1%	0.3%	13.5%	303
8	85.5%	0.7%	13.9%	303
9	54.1%	1.7%	44.2%	303
10	55.1%	0.7%	44.2%	303
11	54.8%	0.7%	44.6%	303
12	54.8%	0.7%	44.5%	303

TABLE C3
Assessing English language status

“Does your district use the Home Language Survey (HLS) to determine a student’s primary language?”	
Yes	99.3%
No	0.7%
Respondents (N)	303

“If the parent or guardian indicates that a non-English language is most often spoken by adults in the home, but all other answers were English, will the student be assessed for EL status?”	
Yes	52.8%
No	27.9%
Sometimes	19.3%
Respondents (N)	301

“Does your district use any method in addition to the HLS to determine a student’s primary language?”	
Yes	27.0%
No	73.0%
Respondents (N)	301

TABLE C4
Reclassification criteria for Structured English Immersion (SEI) and other EL programs

“Does your district use the same reclassification criteria for Structured English Immersion as for ...”	Yes	No	District does not offer	Respondents (N)
ELM (English Language Mainstream)	86.8%	1.0%	12.2%	303
Alternative programs (e.g., bilingual, dual language)	36.6%	1.0%	62.4%	303

TABLE C5
English proficiency criteria, by grade level

English proficiency criteria	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Uses CELDT (%)	99.3	99.6	99.6	100.0
Overall cut-off score of Advanced (%)	9.8	9.6	9.5	7.1
Subtests cannot be Intermediate (%)	43.4	42.6	40.7	39.6
Respondents (N)	144	271	274	168

TABLE C6
Minimum CELDT Subtest scores, grades K–2 (N=143)

	Listening	Speaking	Reading	Writing
Intermediate	48.3%	48.3%	54.5%	53.9%
Early Advanced	47.6%	47.6%	42.0%	43.4%
Advanced	4.2%	4.2%	3.5%	2.8%

TABLE C7
Minimum CELDT Subtest scores, grades 3–5 (N=270)

	Listening	Speaking	Reading	Writing
Intermediate	53.0%	52.6%	55.9%	55.9%
Early Advanced	43.7%	43.7%	41.5%	42.2%
Advanced	3.3%	3.7%	2.6%	1.9%

TABLE C8
Minimum CELDT Subtest scores, grades 6–8 (N=268)

	Listening	Speaking	Reading	Writing
Intermediate	54.4%	54.1%	57.1%	57.1%
Early Advanced	42.2%	42.2%	40.3%	41.0%
Advanced	3.4%	3.7%	2.6%	1.9%

TABLE C9
Minimum CELDT Subtest scores, grades 9–12 (n=168)

	Listening	Speaking	Reading	Writing
Intermediate	57.4%	57.4%	58.9%	59.2%
Early Advanced	39.9%	39.9%	39.2%	39.3%
Advanced	2.4%	2.4%	1.8%	1.2%

TABLE C10
“What personnel are utilized in administering the CELDT in your district? Please check all that apply.”

	Student's own teacher	Other teacher	Para-professional	Assessment team	No typical administration
Initial CEDLT					
Speaking	22.8%	50.2%	47.5%	44.6%	3.3%
Listening	24.8%	49.8%	47.9%	43.6%	3.3%
Reading	29.7%	51.8%	44.9%	40.9%	3.3%
Writing	30.7%	51.8%	44.6%	40.6%	3.3%
Annual CELDT					
Speaking	29.7%	53.8%	50.5%	45.5%	3.3%
Listening	37.2%	55.1%	50.8%	42.9%	3.3%
Reading	43.6%	57.1%	46.5%	37.6%	3.3%
Writing	47.9%	56.7%	45.5%	37.6%	3.3%

TABLE C11
Basic skills requirements, by grade level

Basic skills requirement	Grades 3–5	Grades 6–8	Grades 9–12
CST ELA	95.9	95.3	91.0
Basic cut-off point	27.0	29.9	37.1
Midpoint-Basic cut-off point	42.3	40.7	40.7
Proficient cut-off point	30.3	29.1	22.2
CST math	47.4	45.8	36.5
Other CST	8.2	8.1	8.4
Writing	8.9	9.2	8.4
Respondents (N)	270	273	169

TABLE C12
Teacher evaluation criteria, by grade level

Teacher criteria	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Grades/GPA required	64.2	65.3	64.6	70.2
Grades/GPA considered	23.0	25.8	24.0	20.2
Assessments required	50.7	46.1	44.9	34.5
Assessments considered	39.9	43.9	40.5	45.2
None of the above	3.4	2.2	4.4	1.8
Respondents (N)	148	271	274	168

TABLE C13
Subjective teacher evaluation criteria, by grade level

Teacher criteria	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Attendance	30.4	29.5	31.2	23.5
Behavior	20.3	19.6	20.9	13.3
Benchmarks	84.5	80.4	81.4	67.5
Discipline	10.1	9.6	11.1	16.3
Homework	31.8	35.4	37.9	20.5
Participation	61.5	60.2	59.7	46.4
Portfolio	43.9	42.1	43.1	38.8
Projects	45.9	47.2	50.2	37.0
Respondents (N)	148	271	253	166

TABLE C14
Parent involvement in reclassification decisions

“How are parents included in the decision to reclassify their students? Please check all that apply.”	
Explain reclassification criteria	95.0%
Present performance data	86.1%
Compare data to criteria	62.0%
Solicit parent feedback	84.5%
None of the above	1.0%
Parents are not consulted	2.0%
Other	5.6%
“How are parents informed of the decision to reclassify their students? Please check all that apply.”	
Letter	87.8%
Phone call	57.8%
In-person meeting	75.2%
Signature	72.3%
Other	6.3%
Respondents (N)	303

TABLE C15

“If you were forced to choose one criteria for each grade level, which of the reclassification criteria would you say is most difficult for a student to meet in your district?”

	Elementary	Middle	High
English proficiency	40.1	26.8	25.6
Basic skills	52.8	62.3	67.9
Teacher evaluation	3.3	6.0	8.9
Parent consultation	0.0	0.0	0.5
Don't know	3.7	4.9	9.5
Respondents (N)	269	265	168

TABLE C16

“In your opinion, how important are each of the reclassification criteria in the ultimate decision to reclassify a student?”

	Agree (%)
English proficiency is most important	37.6
English proficiency and basic skills are equally important	25.9
English proficiency, basic skills, and teacher evaluation are equally important	22.8
Basic skills are most important	5.2
English proficiency and teacher evaluation are equally important	5.2
Teacher evaluation is most important	4.8
Respondents (N)	290

TABLE C17
Reclassification rates and policies

“In your opinion, is the reclassification rate in your district ...”	
Too high	1.0%
About right	77.4%
Too low	21.6%
Respondents (N)	292
“In your opinion, your district's reclassification policies are ...”	
Too easy	4.1%
About right	93.9%
Too hard	2.1%
Respondents (N)	293

TABLE C18
Reclassification grades

“What are the most common grades for reclassification in your district? Please check all that apply.”	
K	3.1%
1	4.8%
2	7.8%
3	37.9%
4	46.4%
5	56.3%
6	44.0%
7	36.6%
8	33.9%
9	21.5%
10	21.2%
11	16.0%
12	9.9%

“What are the most common grades for reclassification in your district? Please check all that apply.”	
Don't know	18.4%
Respondents (N)	293

TABLE C19
Time of year for reclassification

“When are students reclassified in your district? Please check all that apply.”	
Fall	58.8%
Winter	33.6%
Spring	71.8%
Summer	5.1%
Respondents (N)	277

TABLE C20
Monitoring

	“For how long?”			
	Yes	One Year	Two Years	Three or more years
CST ELA	88.1%	5.4%	66.3%	28.3%
Course grades/marks	85.0%	6.4%	70.0%	23.6%
District monitoring rubric	16.4%	4.2%	83.3%	12.5%
Other district assessments	40.3%	4.2%	63.9%	31.9%
Other	14.7%	18.6%	67.4%	14.0%
None	3.8%			
Respondents (N)	293			

TABLE C21
Reclassification policy changes

What percent of districts had different reclassification policies in 2008–09?	
English Proficiency Change	11.6%
Basic Skills Change	21.1%
Teacher Evaluation Change	12.9%
Respondents (N)	303

TABLE C22
What Special Education students can be reclassified?

“What types of Special Education students can be reclassified in your district?”	
Autism	92.0%
Deaf-blindness	87.6%
Deafness	88.0%
Emotional disturbance	93.7%
Hard of hearing	91.3%
Intellectual disabilities	91.3%
Multiple disabilities	91.6%
Orthopedic impairment	93.3%
Other health impairment	94.0%
Specific learning disability	95.0%
Speech or language impairment	94.3%
Traumatic brain injury	90.3%
Visual impairment	92.3%
Respondents (N)	299

TABLE C23

Are Special Education students reclassified with the same criteria?

“Are all special education students reclassified using the same reclassification criteria, regardless of specific disability?”	
Yes	56.1%
No	43.9%
Respondents (N)	285

Districts using multiple additional requirements tend to use standards from across the three criteria of English proficiency, basic skills, and teacher evaluation. Table C24, for instance, shows that of the 86 districts using two additional requirements, 78 use standards from two separate categories, while only eight choose two elements from the same category. There are 131 districts that employ more rigorous standards in two of the categories. In nearly all of these cases, one of these categories is basic skills (paired with the teacher evaluation category in 101 districts, and with English proficiency in 18 others). Another 100 districts use at least one of the more rigorous performance standards from each of the three categories.

TABLE C24

Distribution of more stringent criteria among reclassification categories

Reclassification Criteria Categories									
Number of Categories:	0	1 Category			2 Categories			3 Categories	Total
Categories:	None	English Proficiency	Basic Skills	Teacher Evaluation	Eng. Prof./ Basic Skills	Basic Skills/ Teacher Eval.	Teacher Eval./ Eng. Prof.	All three categories	
Number of additional criteria used									
0	11	0	0	0	0	0	0	0	11
1	0	4	13	25	0	0	0	0	42
2	0	0	8	0	6	63	9	0	86
3	0	0	2	0	7	27	3	35	74
4	0	0	0	0	5	11	0	44	60
5	0	0	0	0	0	0	0	14	14
6	0	0	0	0	0	0	0	7	7
Total	11	4	23	25	18	101	12	100	294

SOURCE: Authors' tabulations from PPIC's "English Learners Reclassification Survey."

There are a few combinations of more rigorous standards that appear to be relatively common across school districts among the 303 responding districts (Table C25).

TABLE C25
Common combinations of more rigorous reclassification criteria

	Number of districts
CELDT subtests must be Early Advanced or higher AND district uses CST Math	57
CELDT subtests must be Early Advanced or higher AND Teacher Evaluation requires both GPA/grades and assessments	43
CELDT subtests must be Early Advanced or higher AND CST ELA must be midpoint- Basic or higher	32
CELDT subtests must be Early Advanced or higher AND Teacher Evaluation requires GPA/grades	31
CST math used AND Teacher Evaluation requires both GPA/grades and assessments	28
CST math used AND Teacher Evaluation requires GPA/grades	19
CST ELA must be midpoint- Basic or higher AND Teacher Evaluation requires both GPA/grades and assessments	16
CST ELA must be midpoint-Basic or higher AND Teacher Evaluation requires GPA/grades	14

Appendix D: Reclassification Rate Model

Below, we show the coefficient and standard errors associated with our models for predicting district reclassification rates.

TABLE D1
Models estimating district reclassification rates

District Characteristics and Reclassification Policies			
	Coefficient		Standard Error
District Characteristics			
Elementary district	.0184524	*	.0105904
High School district	.0151819		.0180256
Enrollment (1000s)	.0001381		.0001276
API score	.0002994	***	.0001019
Percent Title I	-.1539314	***	.0571502
Attendance (% daily)	-.4633563	**	.216929
Percent EL	.0355845		.0353728
District Reclassification Policies			
English Proficiency			
CELDT score Advanced	-.0285875	*	.0171574
CELDT subtests Early Advanced	-.0284475	*	.0146213
Basic Skills			
CST ELA midpoint-Basic	-.0397093	***	.0111946
CST ELA Proficient	-.030392	**	.0131549
CST math required	.0089085		.0131266
CST Other required	-.0048152		.0171578
Teacher Evaluation			
Grades/GPA and Assessments required	-.0295019	*	.0159375
Grade required	-.0149111		.0128543
Assessments required	-.0022467		.0173792
Students' disciplinary record considered	.0498335	***	.0150514
Combinations			
CELDT subtests all Early Advanced or higher and CST math required	-.0349514	*	.0193938
CELDT subtests all Early Advanced or higher and Grades/GPA and Assessments required	.0144432		.0198776
Constant	.3764013	*	.2097781
Adjusted R-squared	0.1878		
N	291		

NOTE: *** p < .01; ** p<.05, * p<.10

Appendix E: Reclassification Outcomes Models

Models for all Language Groups

In the tables below, we present the regression results for various CST ELA scores (Basic and higher in Table E1 and Proficient and higher in Table E2), on-time grade progression to 10th grade (Table E3), departure from school (Table E4), diploma (Table E5) and a–g course requirements met (Table E6). Our multivariate regressions include all types of student language groups (EL, RFEP, EO, and IFEP) as well as other student characteristics (gender, parental education, whether a student is low-income, and student’s primary language group), and the district characteristics shown in Table D1.

TABLE E1
Models estimating scoring Basic or higher on CST ELA, cohorts 1, 2, and 3

Model:	Cohort 1			Cohort 2			Cohort 3		
	1	2	3	1	2	3	1	2	3
Variables									
Student Controls									
RFEP	0.114*** (0.00855)		0.133*** (0.00857)	0.0941*** (0.00986)		0.105*** (0.00990)	0.0461*** (0.0150)		-0.00289 (0.0148)
EL	-0.272*** (0.00705)		-0.291*** (0.00705)	-0.361*** (0.00819)		-0.375*** (0.00820)	-0.433*** (0.0105)		-0.430*** (0.0103)
RFEP Post 2008-09	0.0937*** (0.00699)		0.0830*** (0.00698)	0.0621*** (0.00821)		0.0549*** (0.00821)	-0.0422*** (0.0114)		-0.0556*** (0.0113)
RFEP Pre 2008-09	0.112*** (0.00738)		0.107*** (0.00735)	0.143*** (0.00772)		0.136*** (0.00772)	0.0603*** (0.00926)		0.0495*** (0.00914)
IFEP	0.0764*** (0.00699)		0.0695*** (0.00697)	0.103*** (0.00776)		0.0939*** (0.00776)	0.0363*** (0.00950)		0.0282*** (0.00937)
female	0.0391*** (0.00146)		0.0387*** (0.00145)	0.0522*** (0.00176)		0.0515*** (0.00175)	0.0321*** (0.00209)		0.0319*** (0.00206)
low-income	-0.0361*** (0.00168)		-0.0213*** (0.00171)	-0.0434*** (0.00199)		-0.0248*** (0.00203)	0.213*** (0.00233)		0.217*** (0.00233)
parent college	0.0765*** (0.00228)		0.0569*** (0.00231)	0.0975*** (0.00274)		0.0783*** (0.00277)	0.174*** (0.00320)		0.144*** (0.00320)
parent some college	0.0384*** (0.00233)		0.0344*** (0.00231)	0.0453*** (0.00281)		0.0422*** (0.00279)	0.0683*** (0.00332)		0.0647*** (0.00327)
parent not hs grad	-0.0261*** (0.00258)		-0.0226*** (0.00257)	-0.0239*** (0.00320)		-0.0224*** (0.00319)	-0.00752** (0.00382)		-0.0117*** (0.00375)
parent ed miss	0.00479* (0.00286)		0.00646** (0.00286)	0.0246*** (0.00348)		0.0151*** (0.00350)	0.0900*** (0.00405)		0.0396*** (0.00404)
Spanish	-0.0223*** (0.00697)		-0.00129 (0.00696)	-0.0292*** (0.00783)		-0.0128 (0.00784)	0.0355*** (0.00950)		0.0224** (0.00937)
Filipino	-0.0219* (0.0122)		-0.00468 (0.0122)	-0.0225* (0.0128)		-0.00552 (0.0128)	0.0547*** (0.0140)		0.0422*** (0.0137)
Vietnamese	0.0531*** (0.00959)		0.0306*** (0.00955)	0.0255** (0.0124)		0.00295 (0.0124)	0.0558*** (0.0131)		0.0514*** (0.0129)
Cantonese	0.0330*** (0.0105)		0.0140 (0.0105)	0.0226* (0.0127)		-0.000296 (0.0126)	0.144*** (0.0143)		0.122*** (0.0141)
all other languages	-0.0164*** (0.00614)		-0.0159*** (0.00612)	-0.0263*** (0.00676)		-0.0281*** (0.00676)	0.0667*** (0.00850)		0.0496*** (0.00837)
District Characteristics									
elementary district		-0.0100*** (0.00196)	-0.0117*** (0.00184)		-0.0436*** (0.00296)	-0.0494*** (0.00277)		-0.228*** (0.00356)	-0.210*** (0.00342)
high school district		0.00497 (0.0291)	-0.00273 (0.0271)		0.0550* (0.0294)	0.0422 (0.0272)		0.0640*** (0.00498)	0.0578*** (0.00477)
enrollment (1000s)		2.56e-05*** (4.56e-06)	-5.95e-05*** (4.43e-06)		4.92e-05*** (5.26e-06)	-2.69e-05*** (5.09e-06)		0.000302*** (6.66e-06)	0.000267*** (6.53e-06)
API score		0.000849*** (2.52e-05)	0.000647*** (2.41e-05)		0.000966*** (3.21e-05)	0.000746*** (3.06e-05)		0.000612*** (3.74e-05)	0.000542*** (3.65e-05)
Pct. Title I		-0.101*** (0.0122)	-0.0821*** (0.0115)		-0.144*** (0.0161)	-0.0923*** (0.0150)		-0.331*** (0.0186)	-0.368*** (0.0178)
Attendance (% daily)		0.00153 (0.0700)	-0.165** (0.0656)		-0.00971 (0.0885)	-0.0755 (0.0829)		-0.0149 (0.109)	0.0981 (0.104)
Pct. EL		-0.0503*** (0.00780)	0.122*** (0.00763)		-0.00498 (0.0104)	0.158*** (0.0100)		0.173*** (0.0126)	0.163*** (0.0125)
Constant	0.852*** (0.00228)	0.231*** (0.0608)	0.493*** (0.0570)	0.807*** (0.00273)	0.136* (0.0768)	0.284*** (0.0719)	0.413*** (0.00307)	0.161* (0.0932)	-0.0518 (0.0894)
Observations	185,535	185,425	185,425	139,861	139,794	139,794	197,191	197,099	197,099
R-squared	0.149	0.034	0.162	0.157	0.034	0.170	0.095	0.041	0.129

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E2
Models estimating scoring Proficient or higher on CST ELA, Cohorts 1, 2, and 3

	Cohort 1			Cohort 2			Cohort 3		
Model:	1	2	3	1	2	3	1	2	3
Variables									
Student Controls									
RFEP	0.148*** (0.0117)		0.165*** (0.0117)	0.0341*** (0.0130)		0.0383*** (0.0130)	-0.0885*** (0.0152)		-0.125*** (0.0151)
EL	-0.390*** (0.00964)		-0.424*** (0.00959)	-0.395*** (0.0108)		-0.419*** (0.0108)	-0.301*** (0.0106)		-0.308*** (0.0105)
RFEP Post 2008-09	0.00519 (0.00956)		-0.0173* (0.00949)	-0.107*** (0.0108)		-0.124*** (0.0108)	-0.187*** (0.0116)		-0.206*** (0.0115)
RFEP Pre 2008-09	0.205*** (0.0101)		0.190*** (0.0100)	0.236*** (0.0102)		0.220*** (0.0101)	0.0869*** (0.00940)		0.0696*** (0.00931)
IFEP	0.159*** (0.00955)		0.140*** (0.00948)	0.177*** (0.0102)		0.156*** (0.0102)	0.111*** (0.00965)		0.0918*** (0.00954)
female	0.0448*** (0.00200)		0.0441*** (0.00197)	0.0737*** (0.00232)		0.0728*** (0.00229)	0.0281*** (0.00212)		0.0278*** (0.00209)
low-income	-0.131*** (0.00230)		-0.103*** (0.00233)	-0.121*** (0.00262)		-0.0907*** (0.00267)	0.0891*** (0.00236)		0.0999*** (0.00238)
parent college	0.192*** (0.00312)		0.155*** (0.00315)	0.207*** (0.00361)		0.174*** (0.00363)	0.222*** (0.00324)		0.186*** (0.00326)
parent some college	0.0639*** (0.00318)		0.0573*** (0.00315)	0.0751*** (0.00369)		0.0703*** (0.00366)	0.0700*** (0.00337)		0.0644*** (0.00333)
parent not hs grad	-0.0257*** (0.00353)		-0.0205*** (0.00349)	-0.0132*** (0.00422)		-0.0123*** (0.00418)	-0.00133 (0.00387)		-0.00445 (0.00382)
parent ed miss	0.0341*** (0.00390)		0.0300*** (0.00389)	0.0678*** (0.00458)		0.0476*** (0.00460)	0.110*** (0.00411)		0.0607*** (0.00411)
Spanish	-0.0549*** (0.00953)		-0.0179* (0.00947)	-0.0666*** (0.0103)		-0.0377*** (0.0103)	-0.0391*** (0.00964)		-0.0334*** (0.00954)
Filipino	-0.0335** (0.0167)		-0.000370 (0.0165)	-0.0501*** (0.0169)		-0.0176 (0.0168)	-0.00780 (0.0142)		-0.00206 (0.0140)
Vietnamese	0.135*** (0.0131)		0.0984*** (0.0130)	0.117*** (0.0163)		0.0869*** (0.0162)	0.102*** (0.0133)		0.0912*** (0.0132)
Cantonese	0.117*** (0.0144)		0.0827*** (0.0142)	0.106*** (0.0167)		0.0715*** (0.0165)	0.207*** (0.0146)		0.184*** (0.0143)
all other languages	-0.0107 (0.00839)		-0.00971 (0.00833)	-0.0225** (0.00890)		-0.0231*** (0.00887)	0.0494*** (0.00863)		0.0391*** (0.00852)
District characteristics									
elementary district		-0.0263*** (0.00275)	-0.0316*** (0.00251)		-0.0677*** (0.00395)	-0.0728*** (0.00364)		-0.192*** (0.00358)	-0.181*** (0.00349)
high school district		0.142*** (0.0407)	0.103*** (0.0369)		0.164*** (0.0392)	0.125*** (0.0357)		0.0593*** (0.00501)	0.0596*** (0.00486)
enrollment (1000s)		7.10e-05*** (6.37e-06)	-5.74e-05*** (6.02e-06)		5.84e-05*** (7.02e-06)	-8.05e-06 (6.68e-06)		0.000178*** (6.69e-06)	0.000186*** (6.65e-06)
API score		0.00197*** (3.52e-05)	0.00135*** (3.29e-05)		0.00198*** (4.28e-05)	0.00142*** (4.01e-05)		0.00142*** (3.76e-05)	0.00105*** (3.72e-05)
Pct. Title I		-0.145*** (0.0171)	-0.0627*** (0.0156)		-0.158*** (0.0214)	-0.0382* (0.0197)		-0.233*** (0.0187)	-0.231*** (0.0182)

	Cohort 1			Cohort 2			Cohort 3		
Attendance (% daily)		0.0824	-0.235***		0.110	-0.0980		-0.154	-0.127
		(0.0980)	(0.0893)		(0.118)	(0.109)		(0.109)	(0.106)
Pct. EL		-0.158***	0.215***		-0.0281**	0.239***		0.164***	0.226***
		(0.0109)	(0.0104)		(0.0138)	(0.0131)		(0.0127)	(0.0127)
Constant	0.615***	-0.955***	-0.257***	0.562***	-0.993***	-0.495***	0.249***	-0.557***	-0.441***
	(0.00312)	(0.0851)	(0.0776)	(0.00360)	(0.102)	(0.0944)	(0.00312)	(0.0937)	(0.0911)
Observations	185,535	185,425	185,425	139,861	139,794	139,794	197,191	197,099	197,099
R-squared	0.230	0.084	0.248	0.208	0.070	0.225	0.081	0.043	0.108

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E3
Models estimating on-time grade progression to 10th grade for Cohort 3

Model:	1	2	3
Student Controls			
RFEF	-0.0481*** (0.00923)		0.0103 (0.00919)
EL	-0.0768*** (0.00643)		-0.0758*** (0.00640)
RFEF Post 2008-09	-0.0179** (0.00704)		-0.00301 (0.00699)
RFEF Pre 2008-09	0.0109* (0.00567)		0.0179*** (0.00564)
IFEP	0.0187*** (0.00582)		0.0128** (0.00578)
female	0.0109*** (0.00129)		0.0105*** (0.00128)
low-income	0.0112*** (0.00144)		0.0231*** (0.00145)
parent college	0.0414*** (0.00197)		0.0309*** (0.00199)
parent some college	0.0184*** (0.00205)		0.0139*** (0.00203)
parent not hs grad	-0.0127*** (0.00236)		-0.00735*** (0.00233)
parent ed miss	0.00999*** (0.00249)		0.0153*** (0.00250)
Spanish	0.00253 (0.00582)		0.0231*** (0.00578)
Filipino	0.0252*** (0.00858)		0.0404*** (0.00850)
Vietnamese	0.0461*** (0.00808)		0.0292*** (0.00800)
Cantonese	0.0708*** (0.00886)		0.0595*** (0.00877)
all other languages	0.0171*** (0.00521)		0.0182*** (0.00516)
District Characteristics			
elementary district		-0.0263*** (0.00212)	-0.0207*** (0.00213)
high school district		-0.00391 (0.00295)	-0.00820*** (0.00295)
enrollment (1000s)		-0.000184*** (3.97e-06)	-0.000201*** (4.07e-06)
API score		0.000163*** (2.21e-05)	0.000122*** (2.25e-05)
Pct. Title I		-0.102*** (0.0111)	-0.103*** (0.0111)
Attendance (% daily)		0.432*** (0.0644)	0.375*** (0.0644)
Pct. EL		0.0542***	0.0309***

		(0.00750)	(0.00776)
Constant	0.875***	0.395***	0.449***
	(0.00189)	(0.0554)	(0.0555)
Observations	202,914	202,818	202,818
R-squared	0.011	0.025	0.034

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E4
Models estimating school “leaver” for Cohort 4

Model:	1	2	3
Variables			
Student Controls			
RFEP	-0.0493*** (0.00723)		-0.0498*** (0.00725)
EL	0.0196*** (0.00497)		0.0187*** (0.00498)
RFEP Post 2008-09	-0.0458*** (0.00577)		-0.0455*** (0.00577)
RFEP Pre 2008-09	-0.0436*** (0.00423)		-0.0431*** (0.00424)
IFEP	-0.0406*** (0.00441)		-0.0384*** (0.00442)
female	-0.0105*** (0.00110)		-0.0105*** (0.00110)
low-income	0.0285*** (0.00237)		0.0259*** (0.00237)
parent college	-0.0332*** (0.00164)		-0.0259*** (0.00168)
parent some college	-0.0151*** (0.00174)		-0.0141*** (0.00174)
parent not hs grad	0.00793*** (0.00196)		0.00727*** (0.00195)
parent ed miss	-0.0180*** (0.00205)		-0.0135*** (0.00206)
Spanish	0.00516 (0.00436)		0.00457 (0.00437)
Filipino	0.00795 (0.00719)		0.00773 (0.00718)
Vietnamese	9.38e-05 (0.00713)		0.00652 (0.00712)
Cantonese	-0.00101 (0.00733)		0.00678 (0.00731)
all other languages	0.0126*** (0.00382)		0.0162*** (0.00381)
District characteristics			
elementary district		0.0491*** (0.00221)	0.0441*** (0.00222)
high school district		-0.00739*** (0.00234)	-0.00156 (0.00235)
enrollment (1000s)		-3.86e-05*** (3.11e-06)	-2.51e-05*** (3.18e-06)
API score		-0.000169*** (1.98e-05)	-0.000114*** (2.00e-05)
Pct. Title I		0.119*** (0.0101)	0.115*** (0.0101)
Attendance (% daily)		-0.0651	0.0107

Model:	1	2	3
		(0.0563)	(0.0562)
Pct. EL		-0.0624***	-0.0417***
		(0.00661)	(0.00684)
Constant	0.0684***	0.223***	0.130***
	(0.00152)	(0.0482)	(0.0483)
Observations	118,769	118,727	118,727
R-squared	0.015	0.010	0.022

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E5
Models estimating graduating with a diploma for Cohort 4

Model:	1	2	3
Variables			
Student Controls			
RFEP	0.113*** (0.0144)		0.132*** (0.0144)
EL	-0.221*** (0.00990)		-0.222*** (0.00989)
RFEP Post 2008-09	0.0722*** (0.0115)		0.0732*** (0.0115)
RFEP Pre 2008-09	0.0963*** (0.00843)		0.0960*** (0.00843)
IFEP	0.0715*** (0.00879)		0.0605*** (0.00878)
female	0.0535*** (0.00219)		0.0536*** (0.00217)
low-income	-0.309*** (0.00472)		-0.299*** (0.00470)
parent college	0.109*** (0.00327)		0.0885*** (0.00334)
parent some college	0.0464*** (0.00346)		0.0429*** (0.00345)
parent not hs grad	-0.0324*** (0.00390)		-0.0295*** (0.00388)
parent ed miss	0.0249*** (0.00408)		0.0175*** (0.00409)
Spanish	0.0309*** (0.00869)		0.0452*** (0.00868)
Filipino	0.0420*** (0.0143)		0.0553*** (0.0143)
Vietnamese	0.0961*** (0.0142)		0.0750*** (0.0141)
Cantonese	0.112*** (0.0146)		0.0868*** (0.0145)
all other languages	0.0240*** (0.00760)		0.0174** (0.00757)
District Characteristics			
elementary district		-0.143*** (0.00456)	-0.123*** (0.00441)
high school district		0.000237 (0.00483)	-0.0172*** (0.00466)
enrollment (1000s)		6.99e-06 (6.40e-06)	-2.87e-05*** (6.32e-06)
API score		0.000602*** (4.08e-05)	0.000381*** (3.98e-05)
Pct. Title I		-0.260*** (0.0208)	-0.216*** (0.0200)
Attendance (% daily)		0.454***	0.244**

Model:	1	2	3
		(0.116)	(0.112)
Pct. EL		0.151***	0.105***
		(0.0136)	(0.0136)
Constant	0.716***	-0.0667	0.227**
	(0.00304)	(0.0993)	(0.0959)
Observations	118,769	118,727	118,727
R-squared	0.089	0.023	0.103

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E6
Models estimating graduating with a-g requirements for Cohort 4

Model:	1	2	3
Variables			
Student Controls			
RFEP	0.0784*** (0.0175)		0.0528*** (0.0174)
EL	-0.114*** (0.0120)		-0.138*** (0.0120)
RFEP Post 2008-09	-0.0261* (0.0140)		-0.0557*** (0.0139)
RFEP Pre 2008-09	0.168*** (0.0102)		0.141*** (0.0102)
IFEP	0.146*** (0.0107)		0.114*** (0.0106)
female	0.0838*** (0.00266)		0.0839*** (0.00263)
low-income	-0.113*** (0.00574)		-0.104*** (0.00569)
parent college	0.229*** (0.00398)		0.193*** (0.00404)
parent some college	0.0358*** (0.00420)		0.0316*** (0.00417)
parent not hs grad	-0.0146*** (0.00474)		-0.0146*** (0.00470)
parent ed miss	0.0585*** (0.00496)		0.0344*** (0.00495)
Spanish	-0.0932*** (0.0106)		-0.0721*** (0.0105)
Filipino	0.0365** (0.0174)		0.0606*** (0.0173)
Vietnamese	0.269*** (0.0173)		0.242*** (0.0171)
Cantonese	0.290*** (0.0178)		0.255*** (0.0176)
all other languages	0.0499*** (0.00924)		0.0507*** (0.00917)
District Characteristics			
elementary district		-0.160*** (0.00551)	-0.135*** (0.00534)
high school district		0.0643*** (0.00583)	0.0567*** (0.00564)
enrollment (1000s)		9.48e-05*** (7.73e-06)	9.03e-05*** (7.66e-06)
API score		0.00199*** (4.93e-05)	0.00140*** (4.82e-05)
Pct. Title I		-0.117*** (0.0251)	-0.0854*** (0.0243)
Attendance (% daily)		0.409***	0.112

Model:	1	2	3
		(0.140)	(0.135)
Pct. EL		0.322***	0.339***
		(0.0164)	(0.0164)
Constant	0.214***	-1.631***	-1.036***
	(0.00369)	(0.120)	(0.116)
Observations	118,769	118,727	118,727
R-squared	0.099	0.046	0.118

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

Models for RFEP and EL Students with District Reclassification Policy Variables

In the tables below, we present the regression results for various CST ELA scores (Basic and higher in Table E7 and Proficient and higher in Table E8), on-time grade progression to 10th grade (Table E9), school “leaver” (Table E10), diploma (Table E11) and a–g course requirements met (Table E12). Our multivariate regressions include just those student language groups we expect would be affected by reclassification policies: ELs and RFEPs. As with the previous regressions, these regressions include student characteristics (gender, parental education, whether a student is low-income, and student’s primary language group) and the district characteristics; the regressions also include the district reclassification policy variables included in Table D1.

TABLE E7

Models estimating scoring Basic or higher on CST ELA, for ELs and RFEPs, cohorts 1, 2, and 3, district reclassification variables included

Variables	Cohort 1	Cohort 2	Cohort 3
Student Characteristics			
RFEP	0.480***	0.524***	0.441***
	(0.00761)	(0.00872)	(0.0131)
RFEP Post 2008–09	0.397***	0.450***	0.396***
	(0.00424)	(0.00606)	(0.00904)
RFEP Pre 2008–09	0.441***	0.551***	0.521***
	(0.00596)	(0.00555)	(0.00616)
female	0.0405***	0.0425***	0.0133***
	(0.00364)	(0.00410)	(0.00410)
low-income	0.0345***	0.0377***	0.239***
	(0.00468)	(0.00520)	(0.00439)
parent college	0.00900	0.0111	0.0636***
	(0.00701)	(0.00772)	(0.00742)
parent some college	0.0114*	0.0187**	0.0243***
	(0.00680)	(0.00747)	(0.00743)
parent not hs grad	-0.0252***	-0.0198***	-0.00791
	(0.00473)	(0.00543)	(0.00539)
parent ed miss	-0.0181***	-0.0139**	0.00713
	(0.00580)	(0.00661)	(0.00686)

Variables	Cohort 1	Cohort 2	Cohort 3
spanish	-0.111 (0.356)	-0.0504*** (0.0173)	0.623*** (0.0751)
filipino	-0.0753 (0.356)	-0.00183 (0.0246)	0.660*** (0.0769)
vietnamese	-0.0754 (0.356)	-0.0198 (0.0222)	0.708*** (0.0763)
cantonese	-0.0878 (0.356)		0.788*** (0.0775)
all other languages	-0.0950 (0.356)	-0.0254 (0.0178)	0.676*** (0.0753)
District Characteristics			
elementary district	-0.0316*** (0.00712)	-0.0379*** (0.0113)	-0.250*** (0.0118)
high school district	0.0359 (0.356)	0.180 (0.346)	0.0242 (0.0163)
enrollment (1000s)	-0.000185*** (1.96e-05)	-0.000179*** (2.50e-05)	0.000390*** (2.34e-05)
API score	0.000826*** (8.41e-05)	0.000504*** (0.000111)	0.000848*** (0.000108)
Pct. Title I	0.0384 (0.0397)	-0.0294 (0.0539)	-0.255*** (0.0491)
Attendance (% daily)	-0.465** (0.224)	-0.0747 (0.263)	-1.428*** (0.249)
Pct. EL	0.189*** (0.0263)	0.211*** (0.0331)	0.237*** (0.0298)
English Proficiency			
CELDT score Advanced	0.00184 (0.0131)	-0.0135 (0.0187)	0.0667*** (0.0200)
CELDT subtests Early Advanced	0.00732 (0.00890)	-0.000769 (0.0110)	-0.181*** (0.00929)
Basic Skills			
CST ELA midpoint-Basic	0.0282*** (0.00598)	0.0485*** (0.00734)	0.0266*** (0.00640)
CST ELA Proficient	0.0417*** (0.00795)	0.0544*** (0.00976)	0.0112 (0.0103)
CST math Required	0.00113 (0.00708)	-0.00775 (0.00886)	-0.0162* (0.00932)
CST other Required	-0.00531 (0.00975)	0.0296** (0.0126)	0.0443*** (0.0136)
Teacher Evaluation			
Grades/GPA and Assessments required	0.0418*** (0.00964)	0.0419*** (0.0120)	0.0109 (0.00978)
Grades/GPA required	0.0398***	0.0423***	0.0501***

Variables	Cohort 1	Cohort 2	Cohort 3
	(0.00675)	(0.00819)	(0.00806)
Assessments required	0.0547***	0.0341***	0.0378***
	(0.00732)	(0.00847)	(0.00914)
Students' disciplinary record considered	0.0317**	0.0220	-0.0886***
	(0.0123)	(0.0147)	(0.0107)
Policy Interaction Terms			
CELDT subtests Early Advanced and CST math	0.0389***	0.0399**	0.198***
	(0.0119)	(0.0161)	(0.0150)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	0.0239*	0.0456**	0.0983***
	(0.0130)	(0.0180)	(0.0149)
Constant	0.312	-0.00762	0.0542
	(0.409)	(0.233)	(0.237)
Observations	38,397	28,658	40,531
R-squared	0.249	0.299	0.258

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E8
Models estimating scoring Proficient or higher on CST ELA, for ELs and RFEPS,
Cohorts 1, 2, and 3, district reclassification variables included

Variables	Cohort 1	Cohort 2	Cohort 3
Student Characteristics			
RFEP	0.632*** (0.00882)	0.495*** (0.0101)	0.190*** (0.0140)
RFEP Post 2008–09	0.410*** (0.00492)	0.309*** (0.00705)	0.112*** (0.00963)
RFEP Pre 2008–09	0.647*** (0.00691)	0.683*** (0.00646)	0.402*** (0.00656)
female	0.0225*** (0.00422)	0.0440*** (0.00477)	-0.00422 (0.00437)
low-income	-0.00421 (0.00543)	0.00792 (0.00604)	0.146*** (0.00467)
parent college	0.0435*** (0.00813)	0.0710*** (0.00898)	0.0847*** (0.00790)
parent some college	0.0293*** (0.00788)	0.0337*** (0.00869)	0.0226*** (0.00791)
parent not hs grad	-0.0240*** (0.00549)	-0.0154** (0.00631)	-0.0169*** (0.00574)
parent ed miss	-0.0144** (0.00673)	-0.00452 (0.00769)	0.00754 (0.00731)
spanish	-0.303 (0.413)	-0.153*** (0.0202)	0.310*** (0.0800)
filipino	-0.195 (0.413)	-0.0877*** (0.0286)	0.368*** (0.0819)
vietnamese	-0.128 (0.413)	0.0136 (0.0258)	0.524*** (0.0813)
cantonese	-0.137 (0.413)		0.626*** (0.0825)
all other languages	-0.217 (0.413)	-0.0773*** (0.0207)	0.425*** (0.0802)
District Characteristics			
elementary district	-0.0395*** (0.00826)	-0.0558*** (0.0131)	-0.155*** (0.0126)
high school district	0.491 (0.413)	0.684* (0.402)	0.0291* (0.0174)
enrollment (1000s)	-0.000252*** (2.28e-05)	-0.000188*** (2.91e-05)	0.000238*** (2.49e-05)
API score	0.00104*** (9.76e-05)	0.000828*** (0.000129)	0.000930*** (0.000115)
Pct. Title I	0.0233 (0.0460)	-0.0349 (0.0627)	-0.187*** (0.0523)
Attendance (% daily)	0.0525	0.501	-1.303***

Variables	Cohort 1	Cohort 2	Cohort 3
	(0.260)	(0.306)	(0.266)
Pct. EL	0.287***	0.331***	0.207***
	(0.0306)	(0.0385)	(0.0317)
English Proficiency			
CELDT score Advanced	0.0676***	0.0243	0.0101
	(0.0152)	(0.0217)	(0.0213)
CELDT subtests Early Advanced	0.0365***	0.0122	-0.140***
	(0.0103)	(0.0129)	(0.00989)
Basic Skills			
CST ELA midpoint-Basic	0.0196***	0.0407***	0.0173**
	(0.00694)	(0.00853)	(0.00682)
CST ELA Proficient	0.0438***	0.0561***	0.0303***
	(0.00922)	(0.0113)	(0.0110)
CST math Required	-0.0372***	-0.0581***	-0.00357
	(0.00821)	(0.0103)	(0.00993)
CST other Required	0.0365***	0.0555***	0.0341**
	(0.0113)	(0.0146)	(0.0145)
Teacher Evaluation			
Grades/GPA and Assessments required	0.0358***	0.0367***	-0.0520***
	(0.0112)	(0.0140)	(0.0104)
Grades/GPA required	0.0547***	0.0461***	0.00379
	(0.00784)	(0.00953)	(0.00858)
Assessments required	0.0411***	0.0140	0.00883
	(0.00850)	(0.00985)	(0.00973)
Students' disciplinary record considered	0.00715	0.00963	-0.0632***
	(0.0143)	(0.0170)	(0.0114)
Policy Interaction Terms			
CELDT subtests Early Advanced and CST math	0.0315**	0.0662***	0.114***
	(0.0138)	(0.0187)	(0.0160)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	0.0308**	0.0310	0.122***
	(0.0150)	(0.0210)	(0.0158)
Constant	-0.580	-1.048***	0.122
	(0.475)	(0.271)	(0.253)
Observations	38,397	28,658	40,531
R-squared	0.296	0.354	0.180

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E9

Model estimating scoring Proficient or higher on CST ELA, for ELs and RFEPS, on-time grade progression to 10th grade for Cohort 3, district reclassification variables included

Variables	Coefficient
Student Characteristics	
RFEP	0.118*** (0.0101)
RFEP Post 2008-09	0.0899*** (0.00697)
RFEP Pre 2008-09	0.131*** (0.00473)
female	0.0215*** (0.00314)
low-income	0.0519*** (0.00335)
parent college	0.00740 (0.00567)
parent some college	0.00267 (0.00569)
parent not hs grad	-0.0112*** (0.00413)
parent ed miss	-0.00231 (0.00526)
spanish	0.689*** (0.0613)
filipino	0.754*** (0.0625)
vietnamese	0.716*** (0.0621)
cantonese	0.770*** (0.0630)
all other languages	0.715*** (0.0614)
District Characteristics	
elementary district	-0.0417*** (0.00909)
high school district	0.0181 (0.0125)
enrollment (1000s)	-0.000242*** (1.80e-05)
API score	-0.000190** (8.23e-05)
Pct. Title I	-0.0139 (0.0375)
Attendance (% daily)	0.696*** (0.191)
Pct. EL	0.0452** (0.0228)
English Proficiency	
CELDT score Advanced	-0.0599*** (0.0151)

Variables	Coefficient
CELDT subtests Early Advanced	-0.0451*** (0.00705)
Basic Skills	
CST ELA midpoint-Basic	0.0357*** (0.00489)
CST ELA Proficient	0.0514*** (0.00791)
CST math Required	-0.0131* (0.00713)
CST other Required	0.0104 (0.0104)
Teacher Evaluation	
Grades/GPA and Assessments required	0.0120 (0.00746)
Grades/GPA required	0.0262*** (0.00615)
Assessments required	0.0279*** (0.00698)
Students' disciplinary record considered	-0.0114 (0.00824)
Policy Interaction Terms	
CELDT subtests Early Advanced and CST math	0.0605*** (0.0114)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	0.0604*** (0.0114)
Constant	-0.466** (0.183)
Observations	41,379
R-squared	0.078

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E10
Models estimating school “leaver” for Cohort 4, district reclassification variables included

Variables	Coefficient
Student Characteristics	
RFEP	-0.0733*** (0.00632)
RFEP Post 2008–09	-0.0719*** (0.00496)
RFEP Pre 2008–09	-0.0682*** (0.00315)
female	-0.00824*** (0.00200)
low-income	0.0116*** (0.00352)
parent college	-0.0128*** (0.00375)
parent some college	-0.0140*** (0.00378)
parent not hs grad	0.00394 (0.00265)
parent ed miss	-0.00725** (0.00321)
spanish	0.00482 (0.0589)
filipino	-0.000150 (0.0596)
vietnamese	0.00130 (0.0594)
cantonese	0.00105 (0.0596)
all other languages	0.0126 (0.0589)
District Characteristics	
elementary district	0.0948*** (0.0335)
high school district	0.0642*** (0.0206)
enrollment (1000s)	-3.31e-05* (1.94e-05)
API score	-6.10e-05 (6.60e-05)
Pct. Title I	0.238*** (0.0312)
Attendance (% daily)	0.460*** (0.162)

Variables	Coefficient
Pct. EL	-0.0931*** (0.0176)
English Proficiency	
CELDT score Advanced	-0.0122 (0.0110)
CELDT subtests Early Advanced	0.0284*** (0.00775)
Basic Skills	
CST ELA midpoint-Basic	0.0104*** (0.00372)
CST ELA Proficient	0.00361 (0.00735)
CST math Required	0.00195 (0.00496)
CST other Required	-0.0214** (0.00846)
Teacher Evaluation	
Grades/GPA and Assessments required	0.00523 (0.00552)
Grades/GPA required	-0.0153*** (0.00465)
Assessments required	-0.00668 (0.00595)
Students' disciplinary record considered	0.00801 (0.00673)
Policy Interaction Terms	
CELDT subtests Early Advanced and CST math	-0.0192* (0.0101)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	-0.0382*** (0.0106)
Constant	-0.328** (0.159)
Observations	27,945
R-squared	0.030

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E11
Models estimating graduating with diploma for Cohort 4, district reclassification
variables included

Variables	Coefficient
Student Characteristics	
RFEP	0.357*** (0.0136)
RFEP Post 2008–09	0.291*** (0.0106)
RFEP Pre 2008–09	0.329*** (0.00677)
female	0.0538*** (0.00430)
low-income	-0.262*** (0.00757)
parent college	0.0223*** (0.00806)
parent some college	0.0229*** (0.00811)
parent not hs grad	-0.0265*** (0.00569)
parent ed miss	-0.00408 (0.00690)
spanish	0.646*** (0.127)
filipino	0.699*** (0.128)
vietnamese	0.672*** (0.128)
cantonese	0.731*** (0.128)
all other languages	0.649*** (0.127)
District Characteristics	
elementary district	0.161** (0.0720)
high school district	-0.0663 (0.0442)
enrollment (1000s)	-1.80e-05 (4.17e-05)
API score	0.000614*** (0.000142)
Pct. Title I	-0.150** (0.0670)
Attendance (% daily)	-0.276

Variables	Coefficient
	(0.348)
Pct. EL	0.275***
	(0.0377)
English Proficiency	
CELDT score Advanced	0.0592**
	(0.0237)
CELDT subtests Early Advanced	-0.110***
	(0.0166)
Basic Skills	
CST ELA midpoint-Basic	-0.0119
	(0.00798)
CST ELA Proficient	-0.0485***
	(0.0158)
CST math Required	0.0208*
	(0.0106)
CST other Required	0.0598***
	(0.0182)
Teacher Evaluation	
Grades/GPA and Assessments required	0.0286**
	(0.0119)
Grades/GPA required	0.0303***
	(0.01000)
Assessments required	0.0209
	(0.0128)
Students' disciplinary record considered	-0.0115
	(0.0145)
Policy Interaction Terms	
CELDT subtests Early Advanced and CST math	0.100***
	(0.0217)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	0.0731***
	(0.0228)
Constant	-0.357
	(0.341)
Observations	27,945
R-squared	0.154

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

TABLE E12

Models estimating graduating with a-g requirements for Cohort 4, district reclassification variables included

Variables	Coefficient
Student Characteristics	
RFEP	0.217*** (0.0169)
RFEP Post 2008–09	0.110*** (0.0132)
RFEP Pre 2008–09	0.300*** (0.00840)
female	0.0893*** (0.00533)
low-income	-0.0878*** (0.00939)
parent college	0.0515*** (0.0100)
parent some college	-0.00206 (0.0101)
parent not hs grad	-0.0261*** (0.00706)
parent ed miss	-0.00602 (0.00856)
spanish	0.400** (0.157)
filipino	0.544*** (0.159)
vietnamese	0.750*** (0.158)
cantonese	0.814*** (0.159)
all other languages	0.579*** (0.157)
District Characteristics	
elementary district	-0.00587 (0.0894)
high school district	-0.189*** (0.0549)
enrollment (1000s)	0.000127** (5.17e-05)
API score	0.000778*** (0.000176)
Pct. Title I	-0.105 (0.0831)
Attendance (% daily)	0.910**

Variables	Coefficient
	(0.432)
Pct. EL	0.158***
	(0.0468)
English Proficiency	
CELDT score Advanced	0.0946***
	(0.0294)
CELDT subtests Early Advanced	-0.191***
	(0.0206)
Basic Skills	
CST ELA midpoint-Basic	-0.0497***
	(0.00991)
CST ELA Proficient	0.00584
	(0.0196)
CST math Required	-0.0255*
	(0.0132)
CST other Required	0.110***
	(0.0226)
Teacher Evaluation	
Grades/GPA and Assessments required	-0.102***
	(0.0147)
Grades/GPA required	-0.00468
	(0.0124)
Assessments required	0.00783
	(0.0159)
Students' disciplinary record considered	-0.00759
	(0.0179)
Policy Interaction Terms	
CELDT subtests Early Advanced and CST math	0.194***
	(0.0269)
CELDT subtests Early Advanced and Grades/GPA and Assessments required	0.184***
	(0.0283)
Constant	-1.803***
	(0.423)
Observations	27,945
R-squared	0.145

NOTE: Standard errors in parentheses. *** p<0.01, ** p<0.05, * p<0.1

Appendix F: Education Code 313(f) and State Board Guidelines

California Education Code 313(f)

The reclassification procedures developed by the department shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Guidelines for Reclassification of English Learners

The State Board of Education first adopted guidelines for reclassification in 2002. Those were then updated in 2006. The following are copied from CDE's 2012–13 CELDT Information Guide (2012).

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the CELDT until they are reclassified as RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to the ELD test pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery
- Parental opinion and consultation; and
- Student performance on a statewide assessment of basic skills in English.

Clarification for applying the four criteria to reclassification decisions is provided in the guidelines approved by the SBE that follow.

Assessment of English-Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Teacher Evaluation

- Use student's academic performance
- Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification

Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Comparison of Performance of Basic Skills

- Definitions:
 - "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English-Language Arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA) .
 - "Range of performance in basic skills" means a range of scores on assessment of basic skills in English that corresponds to a performance level or range within a performance level
 - "Students of the same age" refers to pupils who are enrolled in the same grade as the students who is being considered for reclassification.
- Basic skills criteria:
 - A student's score on the test of basic skills (e.g. the CST for ELA or the CMA for ELA) in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.
 - Students with scores above the cut point selected by the LEA should be considered for reclassification.
 - For students scoring below the cut point, LEAs should attempt to determine whether factors other than English-language proficiency are responsible for low performance on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student.
 - For students in grade twelve, the eleventh grade CST for ELA results may be used, if available.
 - For students in grade one, LEAs should base a decision to reclassify on CELDT results, teacher evaluation, and parent consultation, and other locally available assessment results.
 - The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.

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