



English Learner Reclassification Criteria and Process

With Pathway Options for ELs with IEPs

2023-2024

What is the purpose of Reclassification?

Reclassification indicates that students have basic skills in English that are similar to their EO peers. ELPAC is the key state measure of English Language proficiency for EL students and only students who score an Overall Level 4 – Well Developed– are eligible to be considered for Reclassification.

Reclassification Criteria:

1. ELPAC 4
2. Teacher Recommendation
3. Parent Consultation
4. Basic Skills in Literacy

** For Students with an IEP, see additional Pathway options 1-3 on page 3.*

What are the impacts of not Reclassifying EL students who have basic skills in English skills similar to their English Only peers?

Being a reclassified ‘English Learner’ is a status students and families are eager to attain. In addition, by the time students enter middle school, separate periods of coursework may be required for Designated ELD depending on the EL students’ overall ELPAC Score. This coursework has the potential to reduce student elective choice, reduce student access to CTE pathways and other experiences, reduce student probability of completing the A-G requirements, and reduce students’ access to college.

Actions for 2023-2024:

- (1) Students can reclassify with an **SBAC score** of “nearly met”, “met” or “exceeded”. “Nearly met” is the achievement level that matches the average scale score range of English Only students in Fresno Unified.
- (2) Students can reclassify with an **iReady scale score** (K-12) average that meets the cut points established from the prior iReady administration year, based on EO scale score averages or with a **BAS Instructional Level Benchmark** (K-6 only).
- (3) Students meet assessment criteria by meeting **ELPAC level = 4** AND by demonstrating comparative performance in basic skills to EO students of their same grade level, based on qualifying English Language Arts scores.

Reclassification Process/Criteria:

2023-2024 Process	2023-24 Reclassification Criteria
Reclassification Recommendation Forms assigned to teachers for eligible students weekly in Ellevation.	<ul style="list-style-type: none"> • Students identified by most recent ELPAC 4 <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ▪ 2022-2023 SBAC Results "Nearly Met" or above for grades 4-9 and 12. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ Local assessment (iReady OR BAS) results at same level as EO peers. See cut points below.
Reclassification Recommendation Forms assigned to teachers for eligible students weekly in Ellevation.	<ul style="list-style-type: none"> • Students who have an IEP and are identified by their IEP team (see separate IEP guideline document)

i-Ready Cut points and BAS Benchmarks:

Local Assessment Options	Reclassification recommendation based on following i-Ready cut points August 14 to Dec. 15, 2023	Reclassification recommendation based on following i-Ready cut points January 8 to May 31, 2024	Reclassification recommendation based on following BAS (Instructional Level) benchmark August 14, 2023-May 31, 2024
K	333	358	B
1	381	411	G
2	432	458	L
3	475	487	O
4	498	513	R
5	522	539	U
6	544	559	X
7	566	567	
8	567	578	
9	578	596	
10-12	590	597	

* i-Ready Cut Points based on 22-23 results of EO students

Basic Skills Guidance

Reclassification Criteria	Basic Skills <i>Option 1</i>	Basic Skills <i>Option 2</i>	Basic Skills <i>Option 3</i>
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<ol style="list-style-type: none"> 1. ELPAC-4 2. Teacher Recommendation 3. Parent Consultation 4. Basic Skills in Literacy 	<p>Students meet. 2022-2023 SBAC results "Nearly Met", "Met", or "Exceeded" for grades 4-9 and 12.</p> <p>If they do not meet the ELA SBAC criteria or do not have 2022-2023 SBAC results, go to option 2.</p>	<p>Students meet iReady criteria.</p> <p>If they do not meet option 1 or 2, go to option 3.</p>	<p>Students meet BAS Instructional Level in grades K-6.</p> <p>BAS administered only to students with ELPAC overall level 4 and who do not meet Option 1 or 2.</p>
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If student meets **BAS** criteria, has an overall level 4 on ELPAC, has the recommendation of teacher, email the BAS assessment to reclassification@fresnounified.org with the following information to trigger teacher recommendation form:

Student Name	
Student ID #	
Teacher Name	
BAS Date	
Attach BAS Assessment that meets criteria	

Classroom teacher will receive a form from Ellevation. Parent consultation must occur to complete form. Reclassified students continue to be monitored 4 years after the date of reclassification on Ellevation.

Reclassification Pathway Options for Students with an IEP:

	Pathway 1	Pathway 2	Pathway 3
Reclassification Criteria	<ol style="list-style-type: none"> 1. ELPAC-4 2. Teacher Recommendation 3. Parent Consultation 4. Basic Skills in Literacy-if student is not at “Nearly Met” on SBAC or meet cut points on i-Ready (See Alternate Assessments below) 	<ol style="list-style-type: none"> 1. Alternate ELPAC-3 2. Teacher Evaluation 3. Parent Consultation 4. Basic Skills in Literacy -if a student is not at “Level 3-Understanding” on CAA See Alternate Assessments below) 	<p>IEP Team Decision when...</p> <ul style="list-style-type: none"> • Student disability/ies preclude performance on local assessments and <u>one or more domains</u> on the ELPAC. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • there are <u>no appropriate accommodations</u> for the affected domain(s) • Student received SPED services for 3 or more years
Alternate Basic Skills Assessments	<p>Alternate Basic Skills Assessments by program:</p> <p>*Multiple Measures should be considered</p> <p>Mild Moderate Support Needs (RSP, SDC, Inclusion,)</p> <ul style="list-style-type: none"> • San Diego Quick 	<p>Alternate Basic Skills Assessments by program:</p> <p>*Multiple Measures should be considered</p> <p>Extensive Support Needs: ALPs SDC</p> <ul style="list-style-type: none"> • Unique Learning Systems Benchmarks • Current Criterion Brigrance 	<p>Alternate Basic Skills Assessment(s) reviewed and documented in the IEP for any student.</p>

	<ul style="list-style-type: none"> • DIEBELS • BPST • BAS • Classroom Based Measurement • Current Standardized Assessments <p><i>Any student taking the SBAC</i></p>	<ul style="list-style-type: none"> • Classroom Based Measurement <p>SDC Autism:</p> <ul style="list-style-type: none"> • STAR Profile <ul style="list-style-type: none"> ○ Expressive and Receptive Language • Current Criterion Brigrance • Classroom Based Measurement <p><i>Any student taking CAA</i></p>	
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Additional Guidance:

[Reclassification - English Learners \(CA Dept of Education\)](#)

[CA Guide for Educating EL with Disabilities - Announcements & Current Issues \(CA Dept of Education\)](#)

Criterion 1: Assessment of English Language Proficiency (ELP) Using an Objective Assessment Instrument

The IEP team will review and document in the IEP the most recent Summative ELPAC or Alt. ELPAC results on both the statewide assessment page and the EL Reclassification pages on the IEP (must be the most recent results and must be within 12 months prior to the IEP meeting) as the primary evidence that a student has met the criteria demonstrating English language proficiency.

- If student proficiency level on the ELPAC was below 4 or Alternative ELPAC below level 3, the IEP team must review other formal and/or other informal assessments. These assessments are to be discussed and documented in the structured meeting notes during the IEP meeting.
- If student proficiency indicators on the Alternative ELPAC indicated low performance in any area, the team must determine if these areas reflect the student’s disability versus language deficits.
- IEP team will then review and answer reclassification questions in section 1 of IEP (see below).

Criterion 2: Teacher Evaluation

The teacher must consider multiple measures when evaluating student academic performance. These should include achievement towards grade-level expectations, curriculum-based measures, formative assessments, and student work samples, and compare the student’s progress to native English-speaking peers with similar disabilities in the same grade level. Measurements used in the determination must be marked in the reclassification section, as well as reviewed, discussed and documented in the structured meeting notes during the IEP meeting.

IEP team will review and complete reclassification section 2:

Criterion 3: Parent Consultation

The parent/guardian/adult student must have meaningful participation in the IEP team meeting where the student’s progress toward the criteria for reclassification is discussed. The IEP team should obtain parent/guardian opinion throughout the discussion and document it in the ELD Present Level of Performance (PLP) section by adding a subsection titled “Parent Input. **See SPED guide for writing compliant IEPs for resources and sample parent questions.**

IEP team will then review and answer reclassification question in section 3:

Criterion 4: Comparison of Performance in Basic Skills

Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) to determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment,

the team may use other empirical data to determine if the student has acquired English based on their ability level. Measurements used in the determination must be marked in the reclassification section, as well as reviewed, discussed, and documented in the structured meeting notes during the IEP meeting.

The IEP team will determine if the student should be reclassified based on analysis of the four criteria above. If agreed upon by team, case manager checks “Yes” on Reclassification Box on Info/Eligibility number 4:

If team agrees that student should be reclassified, parent signature has been obtained, and all IEP procedures have been completed, email reclassification@fresnounified.org with the following information to trigger reclassification completion/teacher recommendation form.

Student Name		
Student ID Number		
Case Manager Name		
IEP Date		

Classroom teacher/Case Manager will receive a form from Ellevation to complete. Reclassified Students continue to be monitored for 4 years after date of reclassification, using Ellevation.

English Learner Parent Input During IEP (Criterion 3)

Directions: During the IEP, the parent/guardian/adult student must give input on how they feel their student has progressed in the development of English language skills. If parent/guardian/adult student is unsure of how to answer, the case manager should ask questions. Below are SAMPLE questions. These are intended to guide discussion, and not to be asked in their entirety. Discussion should be captured and summarized in the IEP.

THIS IS NOT TO BE SENT HOME FOR PARENT TO FILL OUT

1. What language does the student use at home with you? With family members? With friends?
2. What language does your student prefer when watching TV? Listening to music? Computer or Video Games?
3. Do people in the community understand your student when speaking English?
4. Does the student identify objects in English?
5. Do you notice improvement/growth in your student’s English Language Development since they started school, if so, please share?

SAMPLE: English Language Reclassification Sheet on IEP

FRESNO UNIFIED SCHOOL DISTRICT English Language Reclassification Sheet

Student Name: _____ **Birthdate:** _____ **IEP Date:** _____
Grade: 04 Fourth grade **Primary Disability:** 290 Specific Learning Disability (SLD) **Secondary Disability:** 240 Speech or Language Impairment (SLI)

Summary of English language development services received:

1. Assessment Results of Language Proficiency

(Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC if appropriate)

Language Proficiency Assessment Take: ELPAC or Alternate Assessment

If alternate assessment, name of assessment:

Current School Year Data **Date:** _____

ELPAC

Overall Score: _____ Overall Performance Level: _____ Oral Language Score/Level: _____

Written Language Score/Level: _____

Listening: _____ Speaking: _____ Reading: _____

Writing: _____

Alternate Assessment **Name:** _____

Overall Score/Level: _____ Listening: _____ Speaking: _____ Reading: _____

Writing: _____

Previous School Year Data or Other Test Scores (optional) **Date:** _____

CELDT

Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

ELPAC

Overall Score: _____ Overall Performance Level: _____ Oral Language Score/Level: _____

Written Language Score/Level: _____

Listening: _____ Speaking: _____ Reading: _____

Writing: _____

Alternate Assessment **Name:** _____

Overall Score/Level: _____ Listening: _____ Speaking: _____ Reading: _____

Writing: _____

Student met language proficiency level criteria as assessed by CELDT? Yes No

If student took alternate assessment(s), answer the following questions:

If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference? Yes No

Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.

Comments:

Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? Yes No

2. Teacher Evaluation

Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

Evaluation was based on:

- Classroom performance District-wide assessments
 IEP Goal Progress Other

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

Yes No

Comments:

Criterion 1

Criterion 2

Criterion 3

Criterion 4

3. Parent Opinion and Consultations was solicited through: Letter to Parent Parent Conference Other:

Does the Reclassification Team feel that based on parent input student is proficient in English? Yes No

Comments:

4. Comparison of Performance in Basic Skills

Note: Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment, the team may use other empirical data to determine if the student has acquired English based on their ability level.

Assessment Data Utilized: SBAC ELA (Optional) Statewide Alternate Assessment

Other (name): _____ **Date:** _____

English Language Arts (ELA) assessment results:

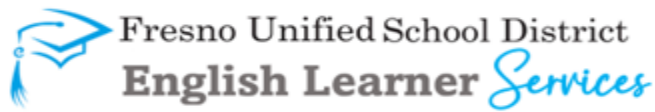
Do objective assessment measures ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in a mainstream class (note that a "mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers)? Yes No

If performance in basic skills in ELA on objective assessment measures was not at a range that allows student to compete with English-speaking peers, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA"?

- Student's basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,
 Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student manifests language proficiency in all other areas.

Does the Reclassification Team feel the student's performance in ELA warrants reclassification? Yes No

Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above? Yes No



English Learner Parent Interview Questionnaire

Directions: A member of the assessment team should discuss the following question with parent/s to gather information regarding students' growth in English for reclassification.

- 1) Do you notice improvement/growth in your child’s English Language Development since they started school, if so, please share?

Notes:
