

Reclassifying and Not Reclassifying English Learners to Fluent English Proficient, Year 1

Findings: Factors Impeding and Facilitating Reclassification and Access to the Core

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Abstract

For English learners (ELs), reclassifying to fluent English proficient (RFEP) signifies reaching a milestone indicating the ability to function in mainstream classes without support. Little is known about the discrepancy between the number of ELs who meet reclassification criteria and the number who are reclassified as fluent English proficient, the factors that impede and facilitate reclassification, and the consequences for access to the core curriculum of continuing EL status or reclassifying. We investigated these questions among ELs in grades 3 through 9 in two school districts with a multimethod design using student administrative data, policy documents, and staff interviews. Despite major differences in the stringency of RFEP criteria, about a fifth of ELs met criteria in both districts. Although the majority of students meeting all criteria were RFEP, a substantial number were not. Key impediments included teacher recommendations to not reclassify; ambiguous criteria; inadequate knowledge of the reclassification process and criteria among staff, students, and parents; divergent philosophies among staff regarding RFEPing; requiring that criteria be met in alignment; timing of assessments; and lack of quality instruction that addresses both English language development and access to the core needs. Continuing EL status at the secondary level typically restricted access to the academic core, the full curriculum, and non-EL peers. The findings demonstrate that EL status is defined by district and school context, within broad state guidelines. An EL who in one district, or even a particular school, garners the mantle of success that reclassification signifies might, in another context, instead become a long-term EL and garner the negative mantle of failure. Taken together, the findings raise concerns about the consequences for fairness, equity, and opportunity to learn of current state policy guided by local control. On a positive note, many impediments to reclassification and access are within districts' and schools' control and therefore changeable.

Keywords: English learners, English language development, reclassification, access to core curricula, *Curricular Streams*.

Reclassifying and Not Reclassifying English Learners to Fluent English Proficient, Year 1

Findings: Factors Impeding and Facilitating Reclassification and Access to the Core

Educational achievement remains the key pathway for reducing poverty and increasing upward mobility. Indeed, education is cited as the most important reason for lack of equality of economic opportunity (Steiglitz, 2013). Yet, English learners (ELs) frequently experience not only economic poverty (EdSource, 2008), but also an impoverished education in our schools. Poverty, persistent underachievement, and their consequences for diminished life chances lend urgency to developing much more effective educational policies and practices for ELs.

EL status ostensibly confers instructional support to develop English proficiency while providing access to the core curriculum until ELs can function in mainstream classes without such support. Reclassification to fluent English proficient (RFEP) signifies reaching that milestone. Despite the desirable intent of EL designation, delayed entry into the mainstream might be harmful to students' achievement if it delays access to core curricular offerings. This study is grounded in two observations. The first is the apparent discrepancy between the substantial percentage of ELs who meet state-specified minimum English proficiency and achievement criteria and the much smaller percentage who are reclassified as fluent English proficient (RFEP) in any given year. The second is that reclassification can be a gateway to full participation in the core and full curriculum and greater opportunity to learn (Estrada, 2013). We report findings on these issues for Year 1 of a 4-year project.

ELs are increasing faster than any other group in our schools, with 53.2% growth for ELs versus 8.5% for all students between 1997–98 and 2007–08 (Batalova & McHugh, 2010a; 2010b). Nationally, ELs make up 10.7% of all pre-K–12 students; 77% are Spanish speaking.¹ California has more ELs than the other five most impacted states combined, (Texas, Florida,

New York, Illinois, and Arizona). It is home to 33% of ELs in the United States,² ELs make up 23.2% of its K–12 students (California Department of Education [CDE], 2011b), and 85% are Spanish speakers (CDE 2012a). During this 10-year span, 11 other states saw increases of over 200% in EL enrollment. Thus, California portends the future for much of the rest of the country (Batalova & McHugh, 2010a).

The CDE's goal for its nearly 1.4 million English learners is rapid and effective development of full proficiency in English on par with native speakers and achievement of grade-level academic content standards within a reasonable time period (CDE, 2012b). Yet, by all measures we are falling short of those goals. Despite increasing federal and state accountability requirements, ELs continue to underachieve. Nationally, ELs on average perform lower on standardized tests than their English-speaking counterparts and they are less likely to complete high school or receive an equivalent degree (Ruiz-de-Velasco & Fix, 2000). On the 2011 National Assessment of Education Progress, 70% of grade 4 (National Center for Education Statistics, 2011a) and 71% of grade 8 ELs scored below basic in reading (National Center for Education Statistics, 2011b). California's ELs underperform as well. In 2010–11, 29% of second-grade ELs (who had been enrolled in a U.S. school 12 or more months) performed 2 or more years below grade level in language arts compared to 17% of English only (EO) students; 69% of EL high school juniors did so, compared to 23% of EO students (CDE, 2011e; 2011f); and 56.3% of ELs graduated from high school compared to the statewide average of 74.4% (CDE, 2011b).

Schools struggle to assist ELs to develop levels of English language proficiency (ELP) required to reclassify as fluent English proficient. In 2010–11 for example, California schools reclassified to fluent English proficient 11.4% of ELs (CDE, 2011d). Moreover, a significant

portion of ELs are not reclassified for 6 to 7 or more years, resulting in long-term status for the majority of secondary ELs. Parrish and his colleagues (Parrish, Perez, Merickel, & Linqunti, 2006) found that the probability of reclassifying after 10 years in California schools was 40%. More recently, retrospective studies of large California districts have found that roughly 30% to 40% of ELs are not reclassified after 7 to 9 years in the district (Flores, Painter, & Pachon, 2009; Thompson, 2012; Umansky, 2012). For students entering school at beginning ELP levels, Thompson reported a grimmer outlook: the probability of reclassifying after 9 years in the district was 50%. Umansky found that 60% of Latino ELs did not reclassify after 6 years, resulting in long-term EL (LTEL) status in middle school. Consistent with these findings, Olsen (2010) reported that across 40 California districts, 59% of secondary school ELs were long term; in 13 of these districts, 75% of secondary ELs were long term. No national data exist on the number of LTELs, yet the available evidence suggests that the problem is widespread (Freeman & Freeman, 2002; Menken, Kleyn, & Chae, 2011; Ruiz de Velasco & Fix, 2000).

ELs' ELP and achievement status is particularly sobering because ELs are increasingly U.S.-born citizens who have typically spent their entire schooling in the U.S. Nationally, 82% of ELs in kindergarten through grade 5 and 55% in grades 6 through 12 are U.S. born (Flores, Batalova, & Fix, 2012).

Background and Context

Meeting and Not Meeting Reclassification Criteria

In California, EL reclassification to fluent English proficient is a marker of both ELP and academic achievement because criteria for reclassifying include threshold levels of performance on state tests of both ELP and of core English language arts (ELA) content standards (and in some districts mathematics as well). Statewide and district data suggest the possibility that a

substantial number of ELs who meet English proficiency and achievement criteria are not reclassified. California directs districts to consider reclassifying as fluent English proficient ELs meeting the California State Test of English Language Development (CELDT) criterion for proficient and Basic to mid-Basic on the California Standards Test of English language arts (CST-ELA).

Statewide in 2010–11, 34% of ELs scored English proficient on the CELDT (CDE, 2011a) and 59% scored Basic or above on the CST-ELA (CDE, 2011e) but only 11% were reclassified as fluent English proficient (CDE, 2011d). Multiple factors might explain the apparent discrepancy. The actual percentage of ELs meeting criteria may be smaller for two reasons: First, these state data are not linked at the student level and second, districts have discretion to define the particular thresholds for CST-ELA scores and to include additional performance criteria, thus the local criteria might be higher than Basic. Nonetheless, widely varying rates of reclassification across schools within districts (e.g., a range of 0 to 63% in one district; CDE, 2011c; Estrada, 2013) suggest that these factors do not explain entirely the discrepancy between the percentage of ELs who meet state-specified minimum ELP and achievement criteria and the smaller percentage that are reclassified. The CDE requires districts to include teacher evaluation of students' curriculum mastery, which raises the possibility that teacher judgments may be involved when ELs meet criteria and are not reclassified. Finally, the CDE requires parent opinion and consultation, which provides notice to parents of their rights and encourages them to participate in the process.

Little published research exists pertaining to this issue. A single study in a single district found that failing to meet a single subtest on the CELDT, while meeting the CELDT overall and the CST-ELA, prevented students from reclassifying, and meeting the CST-ELA criterion

became an increasing constraint as students progressed to secondary school (Robinson, 2011). The rate of reclassification for ELs meeting *every* criterion diminished over time (91% in fourth grade to 64% in tenth grade). Robinson reasoned that teacher discretion likely underlay the discrepancy, although he did not provide direct evidence. Consistent with this view, case studies indicate that teacher judgments, as well as idiosyncratic application of guidelines within schools, may be involved (Estrada, 2010). More recently, Umansky (2012) found that 10% of ELs meeting all criteria were not reclassified.

Consequences of Not Reclassifying

Although there is little published research on this topic, the available evidence indicates that delaying reclassification for students who meet criteria, which marks readiness for mainstream instruction, may be detrimental for two reasons. First, any delay in reclassification may lead to further delays in reclassification because students must meet criteria in alignment, that is, concurrently. In California that stipulation can be challenging due to non-concurrent timing of statewide assessments, which straddle two academic years. For continuing ELs, staff administer the annual CELDT in late summer/early fall and the CST-ELA in spring. CELDT scores arrive in mid-January to February, and CST scores typically arrive in August. Add to that the moving target of additional local criteria such as ELA grades, which are posted on yet another schedule, and the possibility occurs of a perfect storm of not meeting criteria in alignment. The lack of concurrence of assessments means that in any given year, until the “new” CELDT scores arrive, schools use the prior year’s fall CELDT score and spring CST-score and the current or last available performance on the additional local district criteria. Starting in about February, schools use the current year’s CELDT and the prior year’s CST-ELA, and the current or last available performance on the additional criteria. At that point, the CELDT score is

approximately 6 months old and the CST-ELA score is at least 10 months old, raising the question of the extent to which they represent students' current performance.

Second, delaying reclassification can result in LTEL status; limited access to ELD instruction, the academic core, and the full curriculum; and increased academic and social isolation (Estrada, 2013). Despite calls to provide ELD instruction at least through early advanced ELP while simultaneously providing access to core ELA and native English speakers (Saunders & Goldenberg, 2010), the available evidence indicates that it often ceases after students reach intermediate levels of ELP and/or after students have been in EL status a certain number of years (Estrada, 2013). ELD instruction at the secondary level, however, is not necessarily without drawbacks. It can involve 2-hour or longer blocks that replace ELA and electives without providing access to core ELA and without garnering graduation and college admission credits until at least advanced levels of ELD, if at all (Estrada, 2013). For LTELS who continue to perform poorly on the CST-ELA, substituting ELD instruction with 2-hour blocks of remedial reading interventions is common (Dutro & Kinsella, 2010; Estrada, 2013). Further, some schools employ what Estrada (2013) has labeled an “additive remediation strategy”—multiple interventions, each of which moves ELs farther from access to the core and full curriculum and the mainstream. Paradoxically, the CST-ELA criterion for reclassification is an assessment of knowledge of the very ELA content these courses are most likely to omit. Under these conditions, meeting this criterion is an enormous challenge. Finally, secondary ELs' access to the core can also be limited or delayed by placement in noncore English as a second language (ESL) content courses and/or sheltered, modified, or low mainstream courses (Callahan, 2005; Estrada, 2013; Olsen, 2010). Estrada (2013) found that when sheltered core content course

placement included non-ELs, the non-ELs tended to be low performing. For secondary ELs, the result can be increased academic and social isolation.

Research Focus

The premise of this study is that reclassification matters because it can function as a gateway to the academic core and full curriculum and therefore to greater opportunity to learn, particularly at the secondary level. Greater access to core curriculum should in turn promote greater academic achievement. Thus delays in reclassification merit scrutiny, especially for ELs meeting all criteria. Studies show that when students do not have access to the core, where instruction often lacks linguistic and academic rigor, they often fall further behind (Hallinan & Kubitschek, 1999; Oakes, 1990; Oaks & Lipton, 1999; Olsen, 1997; Valenzuela, 1999). For these reasons, longitudinal investigation is essential to (1) document the apparent discrepancy by linking student-level English proficiency, achievement, and reclassification data within districts; (2) identify district, school, and student-level factors that facilitate or prevent reclassification; and (3) describe the instructional placement and core curricular access consequences of being reclassified or not.

This report describes and analyzes the Year 1 findings of a 4-year longitudinal study to the following research questions:

1. In any given year, what percent of students who meet the district's minimum English proficiency (CELDT) and achievement (CST) reclassification criteria are reclassified as fluent English proficient (RFEP) and are not reclassified (NRFEP)?
2. What district, school, and student factors facilitate or prevent reclassification?
3. What are the consequences for access to core curricula of being reclassified and of not being reclassified at elementary and secondary school levels?

Method

Design

We are using an innovative, multimethod design combined with quantitative and qualitative analytic strategies to provide in-depth, complex answers to the research questions. In Year 1 we identified ELs in grades 2 through 8 in the baseline year (2009–10) and analyzed data for the initial reclassification decision year (2010–11) in two California districts (District 1 and District 2). We will follow these seven cohorts for an additional 3 years when they will be in grades 6 through 12, thereby revealing an in-depth longitudinal and cross-sectional view. To investigate the percent of ELs meeting each districts' ELP, content standards achievement, and additional reclassification criteria (when available) and the percent who were RFEP versus NRFEP, we analyzed student-level CELDT, CST, and reclassification decision data. To examine factors that facilitate or prevent reclassification, in the quantitative analyses we identified which criterion was the major impediment at each grade level for students missing just one criterion. To investigate these factors and the curricular access consequences of being reclassified or not, we examined EL policy documents and conducted district and school staff interviews regarding EL identification, reclassification, curricular program placement, and instruction. We also analyzed reclassification decision forms for selected cohorts in District 2 (District 1 does not use RFEP forms). In the future, we will analyze student course-taking patterns to investigate the consequences for access to the core of remaining EL or reclassifying. We will also examine the relation between reclassification and achievement.

Sample

Districts. Using the following criteria, we recruited districts representative of those impacted with ELs: Concentration of ELs equal to or greater than the state average, variation in

reclassification criteria, sufficient numbers of students to meet power analyses requirements for student outcomes analysis, and regional representation. In the baseline year (2009–10) District 1, located in southern California had 687,534 students total and 15% of the state’s ELs. Compared to state averages, it had higher concentrations of ELs (32% vs. 24%), Latinos (73% vs. 49%), and Spanish speaking ELs (94% vs. 85%). District 2, located in a northern urban center of the agricultural Central Valley, had 48,155 students total. Compared to state averages, it had a similar percentage of ELs (25%), but lower concentrations of Latinos (33% vs. 49%) and Spanish speaking ELs (56% vs. 85%), and a substantial proportion of Hmong speaking ELs (21%). Together these districts represent 18% of California’s ELs; Both districts have similar, higher concentrations of poverty, as indexed by free and reduced-price lunch eligibility (FRPL), than the state as whole (76% for District 1 and 71% for District 2 versus 54% for the state).

Student Analytic Samples. ELs in grades 2 through 8 at baseline (2009–10) in Districts 1 and 2 comprise the sample of students we are following for 4 years. We selected this grade range because achievement testing begins in grade 2, and until grade 3, reclassification rates are flat (Flores et al., 2009). Moreover, the longitudinal and cross-sectional design captures the critical school transitions from grade 3 to 4, when the transition from primary to upper elementary and reading to learn occurs, from elementary to middle school, from middle school to high school, and high school completion. The Year 1 analytic sample (2010–11; grades 3 through 9) of District 1 is much larger than District 2’s (see Table 1). In both districts the Year 1 analytic sample included students who were ELs in the baseline year (2009–10) and had complete data for the assessments used as reclassification criteria (see Tables 1 & 5). ELs in our sample are poor, the vast majority are U.S. born, and secondary students are overwhelmingly

LTELS (see Table 2). In District 1 all but about 5% are Spanish speaking. In District 2 although the majority of ELs are Spanish speaking, nearly a quarter speak Hmong (see Table 2).

School Samples for Interviews. To develop the selection criteria for drawing a stratified random sample of 10 schools for staff interviews, we examined descriptive statistics and the distribution of key variables at state, district, and school levels (elementary, middle, and high school) including: Base Academic Performance Index (API), EL-API, EL concentration, rates of reclassification, similar schools rank, the percentage of schools by EL concentration (by deciles), and the percentage of schools by reclassification rate percentages (by deciles).

After examining the descriptive statistics and distribution of the key variables above, we developed the sampling plan. Guided by the rationale that we want to learn about policies and practices in schools where most ELs are enrolled, we restricted the pool of schools to those with greater than 10% ELs and greater than 100 ELs. Doing so, our target pool of schools contained 94% of ELs in District 1 and 85% in District 2. For selecting four elementary and four middle schools in each district, we stratified the schools by reclassification rate (high/low) and EL-API (high/low). To select two high schools in each district, we stratified by EL-API (high/low). To determine high/low reclassification rate and EL-API medians, we used the state and district medians at each school level (elementary, middle, and high school) and defined high as the highest of the three and low as the lowest of the three (see Table 3). This strategy avoided a crossover effect (a high reclassification rate school in one district could be a low reclassification school in another, if we used within-district medians). We reasoned that high contrast schools would increase opportunities for learning about successes and challenges and including the state's median would increase the policy relevance of the results. We avoided charter schools

because the districts reported having little data for them. We drew the samples for each cell, as well as replacements, in case our first selections declined.

Fourteen of 20 schools agreed to participate, 8 of 10 in District 1 and 6 of 10 in District 2 (see Table 4 for demographics and performance characteristics). In District 1, two elementary schools declined; they represented the low/low and low/high cells. In District 2, two of the participating schools had priority status; therefore they received extra support to boost student achievement, improve attendance, and increase parental involvement. The two elementary and two middle schools that declined represented the high/high and the low/low cells. Three were district priority schools.

Procedure

We received student administrative data for Year 1 (2010–11) for quantitative analysis and the two districts EL master plans for policy review and analysis in fall of 2011. Staff interviews at the central district and schools occurred from January through early March of 2012. Prior to site visits, we reviewed districts' EL policy documents, developed structured interview protocols, conducted nine pilot interviews, solicited feedback, and revised the interview protocols, which we tailored for district contexts and staff roles (district administrator, school administrator, EL coordinator, ELD/ELA teacher, secondary content teacher, and elementary school teacher). The lead author provided interview protocol and site visitation training to site visitors. To develop background knowledge prior to site visits, we learned the districts' EL policies and reviewed schools' demographics, report cards, and websites. We also reviewed relevant CDE EL policies. We contacted school principals to solicit participation and arrange interviews with the principal or the academic vice principal, the English language coordinator (ELC) or staff member functioning in that role, and 4 teachers. During these conversations,

principals typically described their schools and EL programs briefly. We asked the site coordinator (usually the ELC or principal) to select teachers of ELs and/or RFEPs. At the elementary school level, we interviewed primarily teachers in grades 3 and up (representing the cohorts we are studying). At the secondary level, we interviewed ELD, ELA, and content teachers (primarily math and science, with some social studies). We were especially interested in teachers who taught sheltered content courses. Three researchers conducted all of the interviews, which were audiotaped and transcribed.

Quantitative Data and Measures

California Department of Education DataQuest. The CDE's DataQuest website provides publicly available data on every public school and district in California. It was the source of state and district demographic, reclassification, and performance data, which we used to develop our school sampling plan, described above. It is also the source of yearly updates of these data for our participating schools.

District and School-Level Demographic Data. We gathered the following demographic data on the districts and schools within each district: grade levels, percent eligible for free and reduced-price meals, ethnic distribution, and percent ELs.

District and School Reclassification Rates. The CDE calculates reclassification rates reported on DataQuest with the following formula: number of ELs reclassified in the current year/prior number of ELs reported in the annual language census, which schools submit by the end of March each year. Therefore, the rates are imprecise.

Academic Performance Index (API), Statewide Rank, and Similar Schools Rank.

The CDE calculates the API, an aggregate measure of schools' performance based primarily on CST scores, with scores ranging from 200 to 1000 (CDE, 2009b). Until schools reach the target score of 800, the state sets annual growth targets, schoolwide and for subgroups, including ELs. EL-API is the subgroup score. After reaching an API of 800 schoolwide, schools must maintain that level of achievement and continue to improve the academic performance of all subgroups of students. Based on the API, the CDE ranks schools into deciles statewide, within type (elementary, middle, and high school). It also ranks schools from 1 to 10 based on 100 similar schools based on student mobility, ethnicity, socioeconomic status, percent of teachers who hold full and emergency credentials, percent of ELs, percent of RFEP students, percent of gifted and talented students (GATE), and other similar factors.

Student Administrative Data. The districts provided all administrative student demographic and performance data for our analytic sample. The districts stripped all identifiers and assigned student pseudo identification numbers.

California Standards Tests (CSTs). The state runs the Standardized Testing and Reporting (STAR) program, which provides the results of the CSTs, criterion-referenced tests administered each spring to grades 2 through 11 to assess academic achievement aligned with grade-level content standards in ELA, math, and other subjects. ELs take the CSTs in English if they have been in school 12 months or more. Scale scores for all content areas range from 150 to 600, and performance-level scores vary slightly by area and grade (CDE, 2009a). Performance levels are: Far Below Basic (FBB), approximately 3 years below grade level; Below Basic (BB), approximately 2 years below grade level; Basic, approximately 1 year below grade level; Proficient, grade level; and Advanced, above grade level. The CDE directs districts to use the

CST-ELA as a basic skills criterion and to select a cut point in the beginning to mid-Basic (300–324) range, which indicates students may be sufficiently proficient to participate in the mainstream curriculum (CDE, 2010a). Scores at 350 and above mark Proficiency.

California English Language Development Test (CELDT). California’s State Department of Education mandates administration of the CELDT at school entry to all students who have a home language other than English, and on a yearly basis thereafter until students are reclassified as fluent English language proficient (CDE, 2010a). The CELDT assesses listening, speaking, reading, and writing in grades K–12. The state defines the timeline for testing (late summer through October), controls the scoring and classification of students (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced English proficient), and the reporting of scores to districts (late January to early February). Students meet the CELDT criterion for English proficiency when they score at Early Advanced or higher on average across domains, with no subscore below Intermediate. The CDE requires schools to use the CELDT criterion as the primary ELP criterion for reclassification.

English Language Arts Grades. District 1 used ELA grades as a criterion for reclassification. At the elementary school level, it consists of four separate domains, listening, speaking, reading, and writing, each graded separately on a scale of 1 to 4. At the secondary level, it consists of one letter grade.

Reclassification Decision Forms. District 2 provided reclassification decision forms for the grade 3, 6, and 9 cohorts for ELs who met the CELDT and CST criteria. The forms contained the following: (a) student demographics; (b) CELDT proficiency level overall and proficiency levels for the four subtests; (c) CST-ELA and CST-Math scores; (d) CEA scores; (e) teacher participation indicating (yes/no) whether the student could “complete grade level coursework

without the need for additional English Language Development and/or sheltered content instruction;” (f) the form and date of parent consultation and opinion (reclassification team meeting, phone call, letter); (g) the decision to RFEP or continue as EL; (h) comments and/or recommendations; and (i) signatures for teacher, parent, resource teacher, principal, and Multiliteracy Department staff. Because the form contained so much information reflecting both student scores and the involvement of school staff and parents, the RFEP forms provided an opportunity to identify directly factors that impeded reclassification for ELs meeting all criteria.

Quantitative Data Analysis

We analyzed data for Year 1 (2010–11) for the two districts separately. To answer Research Question 1, we calculated the percentage of students meeting one, two, and three of three criteria and, of those, the proportion RFEP or NRFEP. To identify factors facilitating or impeding reclassification (Research Question 2), we focused on students missing a single criterion. We calculated the percentage of students missing each of the three criteria to gauge the relative importance of each in preventing reclassification. With District 2’s reclassification decision forms, we investigated more deeply the potential role of teacher recommendations and parental participation as impeding or facilitating factors for students meeting all three criteria at either mid- to high-Basic or Proficient CST levels. For these students, we calculated the percent of: (a) students RFEP and NRFEP; (b) teacher recommendations to RFEP or NRFEP; (c) forms with curriculum-embedded assessment scores (CEAs); and (d) forms with parent signatures.

Qualitative Data and Measures

District EL Policies. The districts’ EL Master Plans outlined EL policies. District 1’s master plan consisted of more than 26 bulletins, memos, and reference guides outlining policy;

District 2's was single volume. We queried these documents using the same analytic categories and questions that guided our interviews to learn about policies regarding EL identification, classification, reclassification, curricular and instructional programs, and placement. These documents also identified criteria for reclassification, the timing, and procedures for school staff. In preparation for going into the field, we wrote summaries in response to the queries and created a crosswalk with our interview protocol questions and reviewed these prior to site visits.

District and School Administrator, EL Coordinator, and Teacher Interviews. The interview protocols consisted of two major sections described below. As indicated earlier, the interviews all targeted the same analytic categories, but they were tailored to district or school level and staff role. When staff indicated they had no knowledge of a topic, we moved on to the next. At the beginning of the interview, we asked all staff to describe their roles and responsibilities and their schools; at the end we asked them to reflect on aspects of their EL curricular and instructional program that were working to promote academic progress and social integration and aspects that needed work.

Factors Potentially Impeding and Facilitating Reclassification. The first section focused on factors potentially facilitating or impeding reclassification: (a) the reclassification process, timing, and criteria; (b) extent of staff, student, and parent knowledge of the criteria met by individual students and the use of that information, if any; (c) reclassification criteria and other factors (e.g. timing of assessments) that staff viewed as impeding or facilitating reclassification; (d) monitoring of EL and RFEP progress; (e) the extent to which the academic success of ELs and RFEPs was a shared responsibility; (f) conceptions of ELs and RFEPs; and (g) reflections on reclassification as an indicator of readiness for the mainstream.

Access to the Core. To gather information on the consequences for access to the core of continuing EL status or reclassifying the second section focused on curriculum and instruction.

Curricular Streams. This part of the interview gathered information on EL *Curricular Streams*,³ which Estrada (2013) has conceptualized as "...the whole of the patterned sets of ELD, content, and intervention courses, EL and non-EL participation in these courses, and policies and practices regarding entry, placement, and exit criteria." Based on the districts' EL master plans we constructed and graphically represented the recommended EL *Curricular Streams* for elementary and secondary levels. During interviews, we asked each staff member to describe and annotate the graphic to produce the EL *Curricular Streams* at their site, including EL-specific, mainstream, intervention, honors, and others specific to their schools and the extent to which reclassifying acted as the gateway to mainstream and other streams. For each stream, researchers gathered information regarding: (a) number of ELs; (b) criteria for entry, placement, and exit (e.g., ELP levels, CST scores; number of years in EL status; reclassifying); (c) ELD, content, and intervention courses; (d) extent of EL and non-EL student participation; (e) the extent to which placement separated or integrated ELs; and (f) language status and performance levels of classroom peers.

Instruction. This part of the interview focused on: (a) the extent to which the curricula teachers used in the content areas taught were aligned with state standards and the extent to which they were adequate for preparing students for the CSTs; (b) instructional strategies teachers emphasized to provide access to the core; (c) the extent of ELD curriculum alignment with ELD and ELA standards and the adequacy of the curriculum for preparing ELs for the CELDT and the CST-ELA; (d) the relative emphasis teachers placed on developing English language proficiency versus academic content mastery; (e) the extent to which teachers were

able to address both language and academic content needs and prepare ELs for the CSTs; and (f) the kind of support or special training, if any, teachers received to teach ELs.

Qualitative Data Analysis

We triangulated data across different sources: EL policy documents; staff interviews across district and school levels and across staff roles; and staff reports, annotations, and descriptions of EL *Curricular Streams*, which provided opportunities for verifying staff statements (Miles & Huberman, 1984). In addition, staff often provided artifacts such as teacher instructional reflection questions used by principals and classroom lesson handouts.

We conducted descriptive analysis as follows. We developed a debriefing guide with analytic categories that mapped onto the interview questions, which functioned as a template for writing a description of findings for each school (e.g., Reclassification Criteria's Role in Impeding and Facilitating Reclassification: "For ELs, which criteria do staff view as most impeding reclassification and why? Which do they view as most facilitating and why?"). For each analytic category, researchers read across all interview transcripts at a school, making systematic notes regarding trends, anchoring synthetic and summary statements in evidence and exemplary quotes, and noting exceptions. Based on input across staff at each school, we also created graphic representations of each school's *Curricular Streams*. We also developed a Year 1 Themes document. After completing each section of the debriefing guide, researchers recorded emergent themes for the corresponding analytic categories. From March through August, the researchers met for bi-weekly debriefings on the process, findings, and emergent themes. These sessions involved sharing, contesting, presenting confirming and disconfirming evidence, and reaching consensus on the themes and revising them as necessary. The analytic-category driven descriptions and graphic representations of *Curricular Streams* facilitated comparative analysis

across schools. After iterating across all of the schools within each district, we used the themes to summarize findings within each district. Finally, we compared and summarized the findings across districts.

District Policy Context

Reclassification Criteria and Reclassification Process Policies

Review of district policy documents and analysis of staff interviews revealed great variation in both reclassification criteria and processes.

District 1. The two districts had very different reclassification criteria (see Table 5). District 1's ELP and achievement criteria were consistent with the guidelines proposed by the CDE described above. Teacher evaluation of curriculum mastery and parent participation were relatively straightforward at the secondary level: grades in ELA (or advanced ESL) and a parent notification letter. However, staff reports revealed that elementary school students were held accountable for marks of 3 or higher in each of the *four* ELA domains. One mark of 2 in a single domain meant failure to meet the ELA grades criterion. We did not find this explication of the elementary level ELA grades criterion in the policy documents.

District 1's reclassification process involved staff and substantial automation: Five times per year when relevant data were available (CSTs [August], CELDT scores [late January/early February], grades, [three trimesters at elementary and two semester at secondary]), the district availed school sites of the Ready to Reclassify Roster, which listed ELs who had met the CELDT and CST criteria. On site, EL coordinators were to verify that students had met the ELA grades criterion and then push a button in the Student Information System, which simultaneously changed EL status to RFEP and printed out a parent notification letter for sending home.

District 2. District 2's criteria set standards far above the CDE guidelines and had two bands of CST performance levels on both ELA and math, one set at mid to high Basic (324–349) and one set at Proficient (350 and above). (As of 2011–12, District 2 has removed the CST-Math criterion.) For students meeting the mid- to high-Basic CST band, District 2 required students to meet additional rigorous CEA criteria. At the elementary school level for example, these included average performances of: (a) 80% on Open Court assessments; (b) 3 or higher (range 1-4) on Open Court writing assessments; and (c) 80% on Saxon Mathematics assessments. District policy provided for active roles for staff, especially teachers, and for parents.

The reclassification process in District 2 was much more complex and labor intensive. Once yearly in February after receiving the CELDT scores from the CDE, the Multiliteracy Department identified students who met the CELDT criterion, which staff described as the “trigger.” Next, staff identified those meeting both CST criteria, printed out the reclassification decision forms, and sent them to schools. Principals or the EL representative were to convene a Reclassification Team meeting involving the principal, EL representative, teachers, and other support staff. Teachers provided direct input on the reclassification form indicating whether students could complete grade-level coursework without additional ELD or sheltered instruction and whether to RFEP or NRFEP. Teachers could also write in the comments section. Parents were to be invited to participate in the meeting via a letter or phone call. District 2 required a wet signature from teachers, parents, the resource teacher (if relevant), and the principal. Finally, the district's Multiliteracy Department provided final approval after the completed forms arrived back from schools. District staff then entered the decision into the student data system.

The Alignment Challenge

Both districts required students to meet criteria in alignment, which as we describe in the introduction poses a challenge for ELs. Figure 1 shows the dilemma for both districts. In both districts, for all students, the prior Spring 2010 CSTs were used.

District 1. In District 1, five different reclassification windows existed for elementary and four for secondary students (see Figure 1). Until fall 2010 CELDT scores arrived in late January/early February 2011, the prior fall 2009 CELDT score was used. After the scores arrived, the fall 2010 CELDT was used. The marking period grades that aligned with these windows were used as the final criterion. One can see immediately that if in the first reclassification window, an elementary student met the spring 2010 CST-ELA and the spring 2010 marking period 3 ELA grades, but not the fall 2009 CELDT, then she would need the fall 2010 CELDT to be eligible in late January or early February of 2011 (the third reclassification window; see Figure 1). If the score report in February, showed that she indeed met the fall 2010 CELDT criterion, but her marking period 1 ELA grades dropped, she would remain ineligible. Because District 1 reclassifies multiple times, she would have another opportunity to reclassify, if her grades improved in the next two marking periods. If her grades did not improve, however, she would remain an EL for at least another year despite meeting the CELDT and CST criteria. During the next round of testing, if either the CELDT or CST performance dropped, her EL status might be prolonged further.

District 2. In Year 1 (2010–11), District 2 provided only one opportunity for reclassifying, using the prior spring 2010 CSTs, the current fall 2010 CELDT, and the current CEAs, when sites used them. Thus, students had a single opportunity to take the CELDT and the CST annually and only a single opportunity to reclassify using tests performances that straddled

two academic years and were separated by 7 to 9 months. (Starting in Year 2 [2011–12] District 2 began reclassifying in the fall as well, providing students twice yearly opportunities.)

Results

We present results from analyses of both student data and staff interviews. Interestingly the quantitative and qualitative results tended to converge across both districts, although a degree of variation was also present.

Meeting Criteria, Reclassifying, and Not Reclassifying

Our analysis of student data adopted the stringent alignment stipulation described above when calculating the proportion of ELs meeting criteria for reclassification, despite the challenge of taking into account the different performances at different times throughout the year in District 1. In District 1, we also accounted for the different calendars among schools.

We used student-linked data to examine the apparent discrepancy between the percent of ELs meeting CELDT and CST criteria and the percent reclassifying. We calculated the percent of all ELs meeting the CELDT, the CST-ELA, and the third district-specific criterion (ELA grades for District 1 and CST-Math for District 2), separately, and together. Next, we calculated the percent reclassified when meeting the CELDT and the CST-ELA. Finally we calculated the percent reclassified when meeting all three criteria (see Table 6). The data show clearly that each additive criterion reduced the percent of students meeting criteria. As expected, the student-linked data reduced the discrepancy dramatically, but did not erase it.

Surprisingly, despite the differences in stringency of criteria, the proportion of ELs meeting RFEP criteria in alignment was nearly identical in the two districts (21% for District 1 and 20% for District 2; see Table 6). To explore the discrepancy, we calculated the percent reclassified of ELs meeting all three criteria (Table 7). For District 2, we disaggregated the

findings between students meeting the CSTs at mid to high Basic and at Proficient levels.

Although the majority of students meeting all criteria were reclassified, a substantial number were not. In District 1, 8% of students meeting all criteria were not reclassified (see Table 7). In District 2, 8% of ELs who met all criteria at Proficient levels were not reclassified. At the mid- to high-Basic CST performance levels over a quarter of ELs were not reclassified.

Factors Impeding Reclassification for Students Meeting All Criteria: District and School Policies and Practices

Teacher Recommendations and Staff Judgments. Staff interviews in both districts and direct evidence from District 2 reclassification forms revealed that teacher recommendations to *not* reclassify prevented reclassification for students *meeting all* criteria (see Table 8). In District 1, some staff trumped district policy by “not pushing the button” or manipulating ELA grades if they judged a student meeting all criteria not to be ready. These findings replicate the student data finding that a substantial number of students meeting all criteria were not reclassified.

Ambiguous Criteria. District 2 reclassification forms also pointed to the role of criteria that were open to interpretation such as the CEAs. The form states that CEAs are required for CST scores in the mid- to high-Basic range and that they are NOT required for scores in the Proficient and above range. However, it does not state that they cannot be used. Analyses revealed inconsistent use of the CEAs at both performance ranges: At the mid- to high-Basic CST range, staff used them frequently, but they did not use them for 25% to 41% of students, depending on the content area. For students scoring Proficient and above in both ELA and math, staff used CEAs to evaluate 17% to 33% of students (see Table 8).

Lower Rate of Parental Participation. Finally, the District 2 reclassification forms showed lower rates of parent signatures (36% vs. 87%) when staff recommended not reclassifying students meeting all criteria. These results indicate the possibility that staff often did not invite parent participation under these circumstances.

Administrative Glitches. Some District 1 staff identified administrative glitches as a factor that impeded reclassification for students meeting criteria. Delays in posting grades, particularly at the end of the year, when staff were released quickly with insufficient time to reclassify students (due to budget cuts) meant that students who only needed to meet the grades criterion at the end of the year might be overlooked the following fall. By August when CST-ELA scores were released, if students' performances failed to meet the criterion, they would no longer be eligible for reclassification.

Impeding Factors with Potential to Facilitate Reclassification: District and School Policies and Practices

Student Data: Additional Criteria, Alignment, and Frequency of Reclassification Windows. To further investigate reclassifying and not reclassifying with the student data, we examined the number of students who were not eligible due to other factors involving district discretion (see Table 9). In District 1, requiring ELA grades and meeting all criteria in alignment made 3648 ELs ineligible. Summed together with ELs not reclassified when meeting all criteria, these factors accounted for 4790 (7%) of all ELs in District 1. In District 2, requiring CST-math and reclassifying only once yearly, made 708 (15%) of ELs ineligible for reclassifying. Summed together with ELs not reclassified when meeting all criteria, these factors accounted for 854 (18%) of all ELs.

Staff Reports: Alignment, Timing, Non-Concurrent Assessments, and Monitoring

Staff reported that meeting all of the criteria in alignment was very challenging. According to one staff member, “The stars have to align.” The challenge was compounded by the poor timing and non-concurrence of assessments and inordinate delays in getting results. Another impediment raised by administrators and EL coordinators was inadequate monitoring of EL progress on ELP and achievement criteria. They often spoke of inadequate resources to assist teachers in monitoring and adjusting instruction. They also reported that rather than focusing on all ELs, the process focused on students who had met the CELDT and CST criteria and were therefore considered on the cusp of reclassifying. LTELS were especially overlooked.

Factors Impeding and Facilitating Reclassification: Meeting English Language Proficiency, Academic Content Standards, and Curriculum Mastery Criteria

Student Data: Meeting the English Language Proficiency Criterion and the Academic Content Standards Criteria. To explore which reclassification criteria posed the biggest barrier to reclassifying, we focused on students missing only one criterion. Unexpectedly analysis of student data revealed that an *additional* significant pool of ELs, (23% in District 1 and 24% in District 2), missed only one of three criteria (see Figure 2). For these students, the CELDT was more frequently the impeding factor until grade 6 or 7, when the CST-ELA became the more frequent impeding factor (see Figures 3 and 4). Across all grades, 11.6% of ELs in District 1 and 15% in District 2 were missing only the CELDT criterion; 7.5% in District 1 and 5% in District 2 were missing only the CST-ELA; 3.5% were missing only the CST-ELA grades in District 1; and 4% were missing only the CST-Math in District 2.

Staff Reports: The Challenge of Meeting the English Language Proficiency Criterion (CELDT). In both districts staff focused on ELD instruction and the CELDT itself.

They reported that insufficient dedicated, quality ELD instruction that developed academic language and prepared students for the CELDT formats, skills, and performance requirements was an impediment to students meeting the ELP criterion. Administrators explained that for teachers the CELDT was a low stakes test, about which teachers had insufficient knowledge. In this context, preparation for the CSTs took precedence. In addition according to staff, the CELDT's validity was suspect for multiple reasons: (a) lack of alignment with ELD standards; (b) timing of its administration after the 8 to 10 week summer gap with insufficient time for academic learning; (c) poor testing conditions such as individual testing within a classroom setting and group testing in unfamiliar settings with unfamiliar teachers; and (d) repeated annual administration that secondary students, especially, found demeaning, leading them to "blow off" the test. Several secondary staff reported that CELDT scores were sometimes lower than CST-ELA scores for secondary students, which they attributed to the latter phenomenon.

Staff Reports: The Challenge of Meeting the ELA Content Standards Criterion (CST-ELA). Across the two districts, administrators and EL coordinators pointed to lack of quality Specially Designed Instruction in Academic English (SDAIE), content-based ELD strategies, and differentiated instruction that provided access to the academic core as the key reasons for students not meeting ELA content (and other) standards. They pointed to the disjuncture between classroom and CST rigor and tasks. Some asserted that teachers were unfamiliar with CST performance expectations and were therefore not teaching the required capacities. Consistent with that view, some teachers expressed frustration with the disconnection between the complex, abstract language of the CSTs and the informal, everyday language they used to teach content standards in class. Simultaneously, some secondary administrative staff questioned whether it was possible to provide access using core texts. They felt frustrated by the

lack of content and grade-specific models to assist teachers. Similarly, they lamented the lack of academic language development, while simultaneously expressing exasperation at the lack of consensus on its definition and concrete examples of language objectives for the content areas. Finally, the secondary ELD curriculum was aligned with ELD, but not ELA standards, making it difficult to provide access to core ELA

Staff Reports: The Challenge of Meeting the Curriculum Mastery Criterion. As noted above, ELA grades were used as an indication of curriculum content mastery in District 1. In District 2, staff sometimes substituted course grades for CEAs, especially at the secondary level. Administrators and EL coordinators in both districts raised the issue of susceptibility of grades to subjectivity. They focused on overweighting with homework, nonacademic factors, manipulation, and inconsistencies regarding which content areas and which grading periods were used during different reclassification decision windows. Moreover, in District 1, for elementary school students, the ELA grades criterion required meeting threshold performances on four separate domains (listening, speaking, reading, and writing), making it more difficult to achieve.

Factors Impeding and Facilitating Reclassification: Policy, Philosophy, and Practice

Staff Reports: Inadequate Knowledge of the Reclassification Process and Criteria. Across both districts, reports from staff in all roles indicated that inadequate knowledge of the reclassification process and criteria led to misapplication of criteria, widely varying implementation, and few standardized processes. Even when criteria were clear (e.g., CELDT and CST-ELA performance levels), staff reports revealed errors in applying criteria to the reclassification decision. For example, some District 2 staff reported that the CELDT criterion was flexible, while others reported that the criterion was an overall score of Advanced with only

one subscore at Early Advanced allowed. Similarly, some staff reported that the CST-ELA and CST-Math criteria required scoring Proficient 2 years in a row.

The more open to interpretation the criteria or process was, however, the more staff reported such misunderstanding and misapplication. In this context, staff often raised the bar and applied additional non-required criteria. In District 1, some staff reported that at the elementary school level, ELD portfolio grades of 3 or higher (range 1 to 4) in the four subdomains (listening, speaking, reading, and writing) were a criterion for reclassification. In District 2, CEAs were particularly open to interpretation. Some staff reported that they were always required at both mid- to high-Basic and Proficient CST performance levels; others asserted they were required only in the mid-to high-Basic range. No consensus emerged among staff regarding the appropriate CEAs (e.g., content areas, curriculum based, or teacher-based), the performance periods (e.g., unit, weekly, monthly, or grading period), and the performance levels. Recognizing this dilemma, some staff reported concerns about the validity of CEAs.

Nearly all teachers in District 1 and especially secondary teachers in District 2 tended to report little knowledge of or involvement in the reclassification process. Across the board, including at elementary school levels, teachers were typically unaware of their ELs' performance levels on reclassification criteria unless administrators and EL coordinators had established regular structures for communicating and discussing that information. With the exception of the small minority of schools acting deliberately to inform and engage students and parents, across both districts, staff reported that EL students and parents were not informed or active participants in the reclassification process, nor were they aware of the curricular placement consequences of continued EL versus RFEP status.

Staff Reports: Divergent Philosophies Regarding Reclassification, the Validity of State ELP and Achievement Assessments, and the Role of Teachers. On a continuum, these philosophies can be characterized as: “reclassifying is urgent versus it can wait.” Staff who viewed reclassification as urgent worried about the negative academic and social consequences of becoming an LTEL. They voiced concerns about curricular and social isolation beginning in middle school as well as enrollment in courses lacking graduation or A–G credit in high school. Academically, without the success reclassification signifies, they reported that LTEL status led to stigmatization and negative academic self images including a sense of failure, defeat, and diminished hopes and aspirations. In both districts these staff reported reclassifying students as soon as they met criteria and engaging students in understanding the criteria they needed to meet to reclassify. In District 2 for example, these staff reclassified students as soon as they meet the CELDT criterion and CST proficiency without considering CEAs. Staff on this end of the continuum expressed confidence that students’ independent performances on the assessments were valid indicators of their readiness for reclassification and mainstreaming, therefore they would not allow negative teacher recommendations to trump objective evidence.

At the other end of the continuum were staff whose philosophy was reclassification can wait. Due to their view that teachers’ daily contact and familiarity with students’ ongoing performances was a better measure of student readiness for the mainstream, they relied on teacher recommendations almost exclusively. In the face of teacher recommendations not to reclassify, they tended to disregard CELDT and CST performances as invalid even when students performed at high levels. In District 2, where the process gave teachers a decisive role, staff with this philosophy tended to explain away even Proficient or Advanced levels of

performance as “single” performances, “luck,” possibly cheating, or an indication that some students “are just good test takers.” In Year 2 we are exploring this continuum in more depth.

The Consequences of Access to the Academic Core of Remaining EL or Reclassifying

Access to the core for ELs and RFEPs depended on *Curricular Stream* placement, use of core curricula, and instructional quality (see Table 10). Based on staff interviews, we found the consequences of access to the academic core of continuing EL status or reclassifying were much more pronounced at the secondary versus the elementary school level.

Elementary School *Curricular Streams* and Access. Across both districts, EL and RFEP curricular placement in elementary schools was in the mainstream *Curricular Stream*. Teachers reported providing ELs access to the same academic core as non-ELs throughout the day. Interventions scheduled concurrently with core content instruction reduced ELs’ participation. Contrary to both districts’ policies we found no separate Structured English Immersion classes for ELs with less than “reasonable fluency in English.” Rather, mainstream classrooms integrated non-ELs and ELs with a broad range of ELP levels. Teachers grouped ELs when possible by ELP level for ELD instruction, which was typically 30 to 45 minutes daily. Most elementary teachers reported dedicating a separate time to ELD instruction; a small minority reported embedding it throughout the day. During ELD, non-ELs engaged in a broad range of activities such as independent practice and project-based learning. When students were reclassified they joined these activities, dropped ELD, and remained in the same classroom.

Elementary School Instruction and Access. Elementary teachers in both districts reported that the ELA curriculum was aligned with state standards, and to provide access to the academic core, they used SDAIE and/or Guided Language Acquisition Design (GLAD) strategies such as thinking maps, graphic organizers, and modeling. District 1 was implementing

Treasures, a new ELA curriculum with an ELD companion that teachers reported was more aligned with state ELD standards than the previous curriculum. In District 2 some teachers reported frustration with the lack of rigor in the *Into English* ELD curriculum, which some abandoned and replaced with *Avenues*, another ELD curriculum and *Language!*, a reading intervention originally designed for special education students. These teachers were not always aware of the extent of the curriculum's alignment with ELD standards.

Secondary School Curricular Streams and Access. In contrast, at the secondary level in both districts, EL access to the core, the full curriculum, and non-ELs was more restricted in numerous ways (see Table 10 and Figure 5, which illustrates common secondary EL *Curricular Streams*). First EL placement, which was usually based on ELP and/or achievement, was often in separate nonmainstream ELD or sheltered *Curricular Streams* where students remained isolated from the mainstream, honors, and magnet programs until reclassifying. Even high-performing ELs who had met the CELDT and CST-ELA criteria at Proficient or above typically remained in sheltered classes. Thus, reclassification was often the gateway to the academic core, full curriculum, and non-ELs. In some schools, all classrooms were designated “sheltered,” but these classes tended to be distinguished by placement of ELs, RFEPs, and low-performing non-ELs in *Curricular Streams* separate from streams for higher performing students.

Second, *Curricular Streams* involving ELD or interventions, which were typically 2-hour blocks, reduced access to the academic core and full curriculum markedly. As mentioned earlier, the ELD curriculum did not align with core ELA standards, making it challenging to provide access. In District 1 when possible, beginning ESL students were also enrolled in ESL non-core “enabling” content courses, which were intended to provide students the vocabulary and other language skills necessary to profit from core content instruction after their ELP had improved. In

both districts, low-performing ELs were often enrolled in interventions. These courses and ELD, until at least advanced levels, were usually considered electives, which garnered neither high school nor 4-year college admission requirements credit.

Third, core curricula use in sheltered classes was often decreased and alternative and non-core curricula use was increased. Fourth, appropriate curricular placement adjustment after reclassification could be delayed due to scheduling conflicts, class size limitations, concerns about the quality of the “new” teachers, teacher reluctance to accept new students mid-year, “disruptions to the norm,” and concerns about students’ adjustment outside of *EL Curricular Streams*. A staff member reported that some RFEP students experienced challenges adjusting to “new” mainstream teachers, peers, and academic demands. Some asked to return to the EL sheltered *Curricular Stream*. He stated, “We create a family feeling.”

Secondary School Instruction and Access. Secondary ELD teachers in both districts reported that the secondary ELD curriculum aligned with ELD, but not ELA standards. In District 1, access to the ELA core was ostensibly provided in advanced ELD by adding ELA units. However, doing so depended on teacher pedagogical content knowledge, capacity, and willingness. Although schools tried to group students into beginning, intermediate, and advanced levels, some ELD teachers taught all levels within one period. In both districts, secondary ELD teachers emphasized English language development and were often unfamiliar with ELA grade-level content or standards.

Secondary content teachers in both districts reported that the core curriculum was aligned with the standards. To provide access to the core, content teachers reported using SDAIE, scaffolding, graphic organizers, visual representations, “kid-friendly” language to explain content-specific concepts, small-group work, and reading aloud to students. Content teachers

echoed administrators' concerns and provided clues to the challenges of meeting the academic and language needs of ELs. First, many stated that providing access was challenging and that they needed assistance to do so more successfully. Specifically, they wanted models in their particular content areas, at their grade levels. Second, they emphasized academic content and were aware of the need for academic language development, but reported needing assistance understanding language objectives and how to incorporate them in their content area. Sheltered teachers tended to report decreased depth, rigor, and pacing and increased use of alternative curriculum material in sheltered versus mainstream classes. Finally, teachers reported providing access to the core very challenging, particularly in the face of insufficient support and limited reading and comprehension capacity among ELs, especially LTELS. They reported that these students often refused to read and quoted a student as saying, "Reading makes me feel stupid." In response teachers resorted increasingly to reading aloud for students during class, and some administrators worried about the lack of a gradual release model.

Secondary *Curricular Streams* and Decreased Access: A Common Example. The EL *Curricular Streams* of School 7 illustrates the restricted access to the academic core, the full curriculum, and non-EL students that was common at the secondary level (see Figure 6). The two ESL *Curricular Streams* were primarily for relatively new ELs (25%) who were at beginning to advanced levels of ELP and scored Basic or below on the CST-ELA. Students were enrolled in 2-period ESL courses, which precluded electives, and a combination of ESL and sheltered content courses. The Preparing for Reclassification (PRP)/Sheltered and Sheltered *Curricular Streams* enrolled 75% of ELs most of whom were LTELS. The PRP/Sheltered stream were primarily for students at intermediate to advanced levels of ELP who scored Basic or below on the CST-ELA. These students enrolled in all sheltered content courses, but not in ESL. For

the lowest performing students, one of two interventions supplemented sheltered English and precluded electives. High-performing ELs at early advanced and advanced levels of ELP and Proficient or Advanced in CST-ELA remained in all sheltered classes. Exit from the EL *Curricular Streams* and entry to the mainstream and honors program required reclassifying. Finally, ELs were academically, linguistically, and socially isolated in courses made up almost exclusively of EL students. Some staff reported concerns about ELs always “traveling together,” which made the classroom environment susceptible to the few who were disruptive in class and restricted exposure to linguistic models, high-performing students, and more challenging content and expectations. They also worried about social isolation, citing the lack of EL participation in activities central to the secondary experience such as school-wide sports events.

Secondary School Curricular Streams: Towards Increased Access and an

Uncommon Example. A few secondary schools, in both districts, however, adopted practices that increased ELs’ access to the academic core, the full curriculum, and non-ELs.

Reclassification did not necessarily function as a gateway to such access. Rather, staff practiced “aggressive, timely placement and monitoring” for high-performing ELs. They accelerated EL mainstream placement in ELA and other content courses based on students meeting two of three reclassification criteria, especially CELDT and CST (District 1), and/or students’ grades and CSTs (District 2). These staff also tried to place students with high-quality teachers, monitored students’ performances, and intervened as needed. One school also recruited ELs and RFEPs into the gifted program.

Steps Toward Increased Access. The EL *Curricular Streams* of School 5 increased access to the academic core, the full curriculum, and non-EL students (see Figure 3) by using core curricula for all of its courses, SDAIE, and mainstreaming high-performing ELs. The three

ESL *Curricular Streams* were primarily for the minority of students (28%) who were relatively new ELs at beginning to advanced levels of ELP. In all three ESL streams, students were enrolled in 2-period ESL courses, which precluded electives. In the beginning and intermediate ELP streams students also enrolled in ESL content courses. To provide access, however, staff used core curricula rather than non-core curricula, which they viewed as “dumbed down.” The PRP/Sheltered stream was primarily for LTELS (30%) who had not met two of three reclassification criteria. For very low performing students, one of two reading interventions either supplanted or supplemented sheltered English and precluded electives. Students in these four streams remained linguistically and socially isolated in courses made up almost exclusively of EL students. Participation in the honors and magnet schools within the school was extremely rare for these students. Contrary to common practice, staff mainstreamed the large number of ELs who met two of three reclassification criteria (41%). They endeavored to place students with high-quality teachers and monitored their progress. They also recruited these ELs into the honors program. Staff were acutely aware of the isolation of ELs in the other streams and concerned about negative consequences. They expressed adamantly that mainstreaming and increasing learning opportunities was urgent, especially for high-performing ELs whom they considered held back by the EL label.

An Uncommon, Innovative Example. School 12, a priority school due to historically low performance, took a radical, innovative approach intent on providing access to the academic core to all students. To do so, it adopted the Common Core (early implementation in Year 1), along with common curricular materials, standards-driven project-based learning with clear objectives and common student products, articulated within and between departments. It eschewed interventions. Its ELD/Mainstream *Curricular Stream*, in which 25% of ELs enrolled, was for

students at Beginning and Early Intermediate levels of ELP who scored Below Basic or lower on the CST-ELA. Students enrolled in a 2-hour ELD/ELA block that used the same materials and produced the same Common Core products as all other ELA courses. The ELD/ELA teacher was encouraged to use the ELD curriculum as a supplement to support the language skills necessary for EL success. These students also enrolled in mainstream content courses with non-ELs. The other 75% of ELs enrolled with non-ELs in one of two Mainstream *Curricular Streams*. All students needing additional support were enrolled in a 2-hour ELA block. Otherwise, students were integrated into mainstream content courses.

Interestingly, School 12 had historically segregated ELs into EL-only *Curricular Streams*. After initial staff resistant to the idea of integrating and teaching all students, administrators reported that most had been won over by the positive effects of the new program on student engagement, learning, and products. Teachers confirmed this view offering examples of the power of articulation across content areas. For example, when summarization was a key element of an ELA project, the science department developed a parallel project that used the same graphic organizer template to produce a brochure with summarization focused on genetic disorders. The teacher emphasized that students were profiting from the development of a common set of skills that bolstered deeper learning across content areas. Teachers spoke about the phenomenal projects on human rights issues, citing the thought provoking questions students generated, such as, “How does torture affect others who are not being tortured, but watching? ...Every kid, no matter what language you speak, had to get up and present to their classes.”

Discussion

We discovered many missed opportunities to reclassify all students meeting all criteria and to increase the eligibility of ELs to reclassify and thereby reduce the number of LTELS.

Analyses of student data, reclassification forms, staff interviews, and mapping of EL *Curricular Streams* allowed us to identify: (a) the precise numbers of students who were precluded from reclassifying by specific policies and practices; (b) factors that impeded and facilitated reclassification; and (c) the consequences for access to the academic core and full curriculum of continuing EL status or reclassifying. The findings point to policies and practices that merit critical examination with an eye to improving their effect on EL reclassification to fluent English proficient, access to the core, and achievement.

In an attempt to provide instruction for developing English language proficiency and for accessing the core curriculum until ELs can function in mainstream classes without such support, the two districts developed very different reclassification criteria and processes. District 1's criteria matched the state minimums, while District 2's superseded them greatly. Reclassification in District 1 involved much more automation, three clearly defined criteria, and a less influential role for staff judgments. Reclassification in District 2 involved labor-intensive-processing, less clearly defined and more criteria, and a dominant and powerful role for teachers and staff.

Surprisingly, these distinct approaches resulted in similar percentages of ELs meeting all criteria for reclassification, roughly a fifth in each district. As expected, linking student data reduced the apparent discrepancy between the percentage meeting ELP and ELA achievement criteria and the percentage reclassified. Additional district-specific criteria reduced the discrepancy further, but neither of these reductions accounted for the discrepancy entirely.

Although most ELs meeting all criteria were reclassified, a substantial percentage were *not* reclassified. Predictably, distinct processes and criteria resulted in district differences in the percentage of ELs who were reclassified when meeting all criteria. Despite automation and a less influential role for staff, in District 1, 8% of ELs meeting criteria were not reclassified. In

District 2, 8 % of ELs meeting both ELP (CELDT) and CST-ELA and CST-Math at Proficient levels did not reclassify. Strikingly, over a quarter of District 2 ELs meeting the ELP and both CST criteria at mid to high Basic did not reclassify. Analysis of RFEP forms and staff interviews replicated these findings and provided direct evidence that, for students meeting all criteria, the key impediments to reclassification were teacher or staff judgment trumping objective ELP and achievement data and application of ambiguous or subjective criteria.

Factors involving district discretion such as adding a third criterion to the ELP and CST-ELA criteria, requiring that students meet all criteria in alignment (versus banking scores), and reclassifying once only yearly (versus multiple times) accounted for an additional significant number of ELs who could have been, but were not reclassified.

Remarkably, for nearly an additional quarter of ELs in both districts, reclassification may be within reach because they were missing only one criterion. Unexpectedly, for these students meeting the ELP criterion was the major impeding barrier until middle school, when the CST-ELA became the major impeding barrier. Staff viewed the following factors as impediments to meeting the ELP criterion: insufficient, dedicated quality ELD instruction, lack of test alignment with the ELD standards, disadvantageous timing and testing conditions, the low priority of the ELP assessment for teachers compared to the CSTs, and lack of teacher knowledge of the required formats, skills, and performances. Document and interview analyses indicated that another plausible factor is that staff overlook these students due to the policy of focusing on those on the cusp of reclassifying, typically defined as meeting ELP and CST trigger criteria. Under these conditions, the ELD instructional needs of students meeting the CST and ELA grades, but missing only the ELP criterion, may go unnoticed.

Regarding impediments to meeting the CST-ELA criterion, administrators pointed to lack of quality instruction that provided access to the core and to the disjuncture between classroom and CST rigor and tasks. Notably, teachers themselves, especially at the secondary level, focused on the challenge of providing such access and meeting academic language development needs, especially in the face of insufficient support and LTELs who struggle to read and comprehend text. Teachers' assertions that students could show mastery of the standards using informal language, but not the complex language of the CSTs, indicated a misunderstanding of the fundamental role of formal, disciplinary language in schooling (Tharp & Gallimore, 1988; Tharp, Estrada, Dalton, & Yamauchi, 2000).

Inadequate knowledge of reclassification criteria and the process among staff, parents, and students emerged as another important impediment to reclassifying students. It is difficult to imagine how teachers can support students if they are unaware of reclassification criteria and uninvolved in monitoring their students' progress toward meeting them. The same is true, of course, for students and parents, particularly if they are also unaware of the curricular consequences of continuing EL status.

Finally, staff philosophies about the urgency of reclassifying, the role of teachers, and the validity of assessments could impede or facilitate reclassification for ELs. Those staff concerned about the looming possibility of LTEL status and its negative academic and social consequences viewed reclassifying eligible students as urgent. It is unclear that staff who argued that teacher judgment should trump objective, independent student performance were fully aware of the possible consequences of those decisions for students.

Our school level descriptions and mapping of *Curricular Streams* revealed and exposed to analysis staff decisions about how to provide ELD and access to the core. In elementary

school *Curricular Streams*, ELs were integrated with non-ELs into mainstream classrooms and teachers provided access to the core using the same curricular materials. The primary consequence of reclassifying was no longer receiving ELD and participating in non-EL activities during the 30-to 45-minute ELD period. In marked contrast, in secondary school EL *Curricular Streams* ELs tended to be in separate nonmainstream ELD or sheltered streams, thus access to the academic core, the full curriculum, and non-EL peers was restricted. Reclassification usually functioned as the gateway to the mainstream and other streams, pointing to the urgency of reclassifying students prior to middle school.

The findings demonstrate that EL status is defined by district and school context, within broad state guidelines. An EL who in one district, or even a particular school, garners the mantle of success that reclassification signifies might, in another context, instead become a long-term EL and garner the negative mantle of failure. At the secondary level, the consequences for access to the core of remaining EL are often negative, underscoring the gravity of these issues. Taken together, the findings raise concerns about the consequences for fairness, equity, and opportunity to learn of current state policy guided by local control.

On a positive note, many impediments to reclassification and access we identified are within districts' and schools' control and therefore changeable. The findings point to touchstone issues for policy discussions and shifts that could result in fewer denials to ELs who meet all criteria, significant increases in eligibility for reclassification, and *Curricular Streams* that provide more access to the academic core, the full curriculum, and integration with non-EL peers. The findings provoke compelling questions in need of further investigation. Overarching questions include: Are the reclassification criteria and process supporting the goal of developing ELP while providing access to the core only as long as needed to function in the mainstream? Or

are they holding ELs to a higher standard than the average non-EL student? These two questions are especially compelling in light of a recent CDE study showing that 74% of English-only speaking kindergartners scored below the Early Advanced cut off scores on the CELDT compared with 92% of a sample ELs restricted to those scoring below the cutoff on the initial CELDT. That is, the highest performing students with a primary language other than English were excluded. If the English-only students had reported a primary language other than English in the home, they would have been identified as EL.

Regarding the reclassification process and criteria: What are the structures needed to increase staff, student, and parent knowledge for reliable and fair implementation in the best interest of ELs? Should objective performance criteria and staff judgment have equal weight in the decision to reclassify? What is the value of additional criteria, which can be ambiguous and subjective? What is the value of requiring students to meet criteria in alignment versus banking scores? What are the potential prolonged EL status costs of focusing primarily on students meeting trigger criteria rather than on the full spectrum of ELs?

Regarding access to the core: What is the rationale for retaining high performing ELs in sheltered classes? What should be the key criteria for determining placement in ELD, sheltered, or mainstream streams? What can be learned from secondary schools who have rejected the notion of reclassification as gateway and developed *Curricular Streams* that provide ELs more access to the academic core, the full curriculum, and integration into the mainstream?

Regarding instruction that addresses both ELD and access to the core needs: How can teachers be assisted to understand the necessity of dedicated quality ELD and develop the capacity to deliver it? How can teachers be furnished models of providing access to the core in their content areas and grade levels? In the same vein, how can teachers be provided a clear,

actionable definition of academic language and models of using language objectives to support content learning? And, how can they be supported to incorporate these strategies into their instruction?

Like all studies, this one has limitations. In particular, we were unable to assess access to the core directly through classroom observations of teaching. As a proxy we reviewed policy documents and interviewed district and school staff. Our queries regarding instruction provided a window into teachers' strategies for providing ELD and access to the core as well as to the challenges they experienced. Our invitation to describe and correct the *Curricular Streams* graphics provided a rich view into the continuities and discontinuities between district policy and school exigencies and practices. These sources of data provided multiple opportunities for triangulating self-reports. In addition, qualitative findings complemented and informed the quantitative findings. Finally, conducting the study in two districts with very different criteria enabled us to compare findings between two germane contexts, which strengthen the relevance of our results.

In Year 2 of the study, we are gathering staff responses to some of the questions posed above. In future years we will also examine the relation between reclassification and achievement outcomes. The matter is urgent. Lest we relegate a quarter of our K–12 Californians to an impoverished education and an impoverished future, we must enrich education and enhance possible futures for ELs.

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Notes

¹Batalova and McHugh report two different percentages of Spanish-speaking ELs. I have used the one reported by the U.S. Department of Education for 2008–09, which uses the Consolidated State Performance Reports (CSPR), SY2008–09, available at www2.ed.gov/admins/lead/account/consolidated/index.html (Section 1.6.2 Student Demographic Data).

²I calculated California's share of U.S. K–12 ELs using Ed.gov's Ed Data Express: Data About Elementary and Secondary Schools in the U.S. interactive tool (<http://eddataexpress.ed.gov/data-elements.cfm>). I calculated this percentage by dividing the number of K–12 California ELs by total number of U.S. K–12 ELs reported by states in 2010–11. I selected the following options to obtain the numbers: Graphs and Tables; Title III Program-English Learners, English Learners-Facts and Figures; All English Learners: 2010–11.

³Estrada (2013) has argued that by instantiating school staff decisions about how to provide ELD and access to the core, *Curricular Streams*, constitute the heart of EL programs. She adds that they comprise the structure for delivering an ostensibly coherent set of curricular and instructional experiences to address the dual goals of attaining English Language Proficiency (ELP) and grade-level achievement. According to Estrada, because *Curricular Streams* are conceived to represent the complexity of EL programs designed to meet legal mandates for providing both ELD and access to the core curriculum for students labeled as ELs, the concept of *Curricular Streams* goes beyond tracking which focuses primarily on student assignment to sets of courses based on ability in one or more content areas (Oakes, 1990). By simultaneously portraying not only the sets of courses, but also other key elements (e.g., entry, placement, and exit criteria), *Curricular Streams* reveal schools' programmatic emphases and expose them to analysis.

Table 1

Student, School, Staff, and RFEP Decision Form Samples in Districts 1 and 2

Sample descriptions	District 1	District 2
Students	73,370	4,847
Gr. 3 –9 in 2010–11		
ELs in 2009–10		
Schools	8	6
Staff	55	38
RFEP decision forms ^a	-	340

Note. In both districts for 2009-10 and 2010-11, students in the analytic samples had California English Language Development Test (CELDT) scores and California Standards Test-English language arts (CST-ELA) scores. In District 1 students also had ELA grades. In District 2 students also had CST-Math scores.

^a RFEP decision forms were for grade 3, 6, and 9 ELs meeting both CELDT and CST criteria in District 2. District 1 did not use RFEP decision forms.

Table 2

Demographic Characteristics of English Learners in Districts 1 and 2

Districts & grade levels	SES	Ethnicity		Home Language		EL Status	Nativity
	FRLP	Hispanic	Asian	Spanish	Hmong	Long- term EL	US Born
District 1							
Grades 3–5 (43,081)	95	94		94		5	86
Grades 6–9 (30,289)	91	95		95		84	74
District 2							
Grades 3–6 (3,493)	91	57	38	57	23	6	78
Grades 7–9 (1,354)	93	55	40	57	23	69	68

Note. Long-term EL is defined as 6 or more years as an English learner. Demographics reported in percents. The *n* for each grade level is in parentheses. Source: CDE, 2010b.

Table 3

Median Reclassification Rates and EL Academic Performance Index for the State and Districts 1 and District 2 by School Level

Level	School Level		
	Elementary	Middle	High
State			
Percent reclassified	9.4	15.9	9.5
EL API	748	673	630
District 1			
Percent reclassified	15.2	15.7	11.0
EL API	732	622	590
District 2			
Percent reclassified	8.6	11.1	4.7
EL API	761	687	641

Note. API denotes Academic Performance Index. The API range is 200–1000. Source. CDE, 2010b.

Table 4

Demographic and Performance Characteristics of the Sample Schools in Districts 1 and 2

School	RFEP/ EL API	API	EL API	RFEP rate	Similar schools rank	Total students	EL	FRLP	Hispanic	Asian	Pacific Islander	African American	White
District 1													
Elementary Schools													
1	Low/Low	739	688	8.0	5	290	57.2	74.0	73.4	5.5	0.0	5.9	10.7
2	High/High	843	800	20.1	8	506	23.1	66.0	50.4	2.4	0.4	9.3	32.2
Middle Schools													
3	Low/Low	561	543	8.8	1	1,791	43.8	99.0	92.3	0.1	0.0	7.3	0.1
4	High/Low	650	599	18.4	5	964	10.8	74.0	39.1	0.4	0.7	57.1	0.6
5	High/High	829	731	30.3	7	1,966	12.7	68.0	42.4	30.1	0.2	13.6	7.8
6	Low/Mid	692	626	5.3	6	1,466	32.3	80.0	82.9	1.7	0.3	5.0	6.2
High Schools													
7	High EL API	730	644	15.0	9	2,512	15.0	52.6	52.6	18.8	0.1	18.0	7.2
8	Low EL API	587	540	8.0	3	2,806	16.9	60.8	60.8	2.9	1.0	31.5	1.0
District 2													
Elementary Schools													
9	Low/High	781	791	6.6	9	424	47.9	66.7	66.7	10.1	0.9	11.3	5.4
10	Mid/Low	731	723	10.5	7	420	41.7	38.1	38.1	19.8	7.1	26.0	7.1
Middle Schools													
11	Low/High	794	748	9.2	9	750	14.1	27.6	27.6	6.1	1.3	23.7	33.6
12	Mid/Mid	624	636	13.1	7	512	33.4	40.6	40.6	25.2	3.1	23.4	3.3
High Schools													
13	Med. EL API	612	596	5.3	6	2,153	30.1	39.2	39.2	28.0	1.1	15.4	10.1
14	High EL API	785	682	6.9	9	2,093	13.7	25.2	25.2	28.5	2.2	17.2	13.3

Note. Data are for 2009–10. Growth API is reported. RFEP signifies Reclassified as Fluent English Proficient. FRLP signifies eligibility for Free and Reduced-Lunch Program. EL enrollment, RFEP rate, FRLP and ethnic distribution all reported as percent. District 1 middle schools are typically grades 6 through 8; District 2 middle schools are typically grades 7 and 8. Source: CDE, 2010b.

Table 5

Reclassification Criteria in Districts 1 and 2

Criteria	District 1 ^a	District 2 ^b	
		Option 1	Option 2
CELDT Criterion	✓	✓	✓
CST-ELA	Basic	Mid to high Basic	Proficient
CST-Math	-	Mid to high Basic	Proficient
ELA grade	C or higher	-	-
Curriculum-embedded assessments	-	✓	-
Teacher recommendation	-	✓	✓
Parent participation	Letter	Signature	Signature

Note. ✓ indicates the district uses the criterion. Hyphens indicate the district does not use the criterion.

^aFor District 1 at the elementary school level, the ELA criterion requires grades of 3 or higher (range 1 to 4) in four separate domains: speaking, listening, reading and writing. At the secondary level, the ELA grade criterion can be met with a C or higher in advanced English as a second language.

^bDistrict 2 uses two sets of criteria. At the mid- to high-Basic CST range, it requires curriculum-embedded assessments, which vary, but typically involve performances in reading, writing, and mathematics at the 70% to 80% range.

Table 6

Percent of English Learners Meeting Criteria and Percent Reclassified in Districts 1 and 2

District	Criteria met and reclassification outcome						
	CELDT	CST- ELA	Third criterion	CST-ELA & CELDT	CST-ELA & CELDT & reclassified	All three criteria	All three criteria & reclassified
1	38	44	61	25	19	21	19
(73,370)	(27,584)	(32,300)	(44,540)	(18,308)	(14,148)	(15,046)	(13,904)
2	36	42	58	24	17	20	17
(4,847)	(1,731)	(2,040)	(2,789)	(1,171)	(817)	(960)	(814)

Note. The *n* for each cell is in parentheses. Percentages are calculated using all ELs as the denominator. In District 1, the third criterion is ELA grades; in District 2 it is CST-Math. For District 2 calculations, students meeting CSTs at mid to high Basic and Proficient are combined.

Table 7

Percent of English Learners Meeting All Criteria, and of Those, Percent Reclassified in Districts 1 and 2

Number of criteria met and RFEP status	District 1 (73,370)	District 2 (4847)	
	Basic CST	Proficient CST	Mid to high Basic CST
Met all 3 criteria	21 (15,408)	12 (582)	8 (378)
RFEP when met all 3 criteria	92 (14,175)	92 (534)	74 (280)

Note. The *n* for each cell is in parentheses. First row percentages are calculated using all ELs as the denominator. Second row percentages are calculated using the number of ELs meeting all criteria as the denominator.

Table 8

Teacher Recommendations and Use of Curriculum-Embedded Assessments by CST Performance in District 2

Teacher recommendation	Number of students meeting all criteria	Percent of students with CEAs reported		
		Reading	Writing	Math
Mid to high Basic CST				
NRFEP	16	69	63	69
RFEP	61	75	75	59
Proficient CST				
NRFEP	12	17	33	33
RFEP	251	18	19	19

Note: Analyses are based on data from 340 reclassification decision forms of the grade 3, 6, and 9 ELs who met CELDT, CST-ELA, and CST-Math criteria. RFEP denotes reclassified as fluent English proficient. NRFEP denotes not reclassified as fluent English proficient. CEAs denotes curriculum-embedded assessments.

Table 9

Number of English Learners Not Reclassified Due to District and School Policies and Practices

Factor	District 1 (73370)	District 2 (4847)
Not reclassifying ELs meeting all criteria	1,142	137
Adding ELA grades	2,848	-
Adding CST-Math	-	211
Meeting all criteria in alignment	800	-
Reclassifying once only yearly (winter)	-	497
Total	4,790	845

Note. The *n* for each district is in parentheses.

Table 10

Comparison of Access to Core Curriculum by EL Status and School Level

School Level	EL Status	
	EL	RFEP
	<i>Curricular Stream Placement</i>	
Elementary	Mainstream	Mainstream
Secondary	Non-Mainstream	Mainstream
	Curricula	
Elementary	Core	Core
Secondary	Reduced core, alternative core, or noncore	Core
	Quality of Instruction	
Elementary	Varies	Varies
Secondary	Varies	Varies
	Sheltered: slower pace, less depth, rigor, & content	

District 1 2010–11 Academic Year											
August	September	October	November	December	January	February	March	April	May	June	July
X				X	X	X	X				X
CELDT Fall 2009 Scores					CELDT Fall 2010 Scores						
CST-ELA Spring 2010 Score											
MP3 2009–10 Grades				MP1 2010–11 Grades			MP2 2010–11 Grades				MP3
Spring 2009–10 Grades						Fall 2010–11 Grades					Spring 2010–11 Grades

District 2 2010–11 Academic Year											
August	September	October	November	December	January	February	March	April	May	June	July
						X					
CELDT Fall 2009 Scores						CELDT Fall 2010 Scores					
CST-ELA & CST-Math Spring 2010 Scores											

Figure 1. Alignment of reclassification windows and assessments. X denotes when reclassification occurs. MP denotes marking period. Read vertically below each X to determine the assessments used for each reclassification window. In District 1 either the January or February reclassification window is used, depending on the CELDT scores date of arrival.

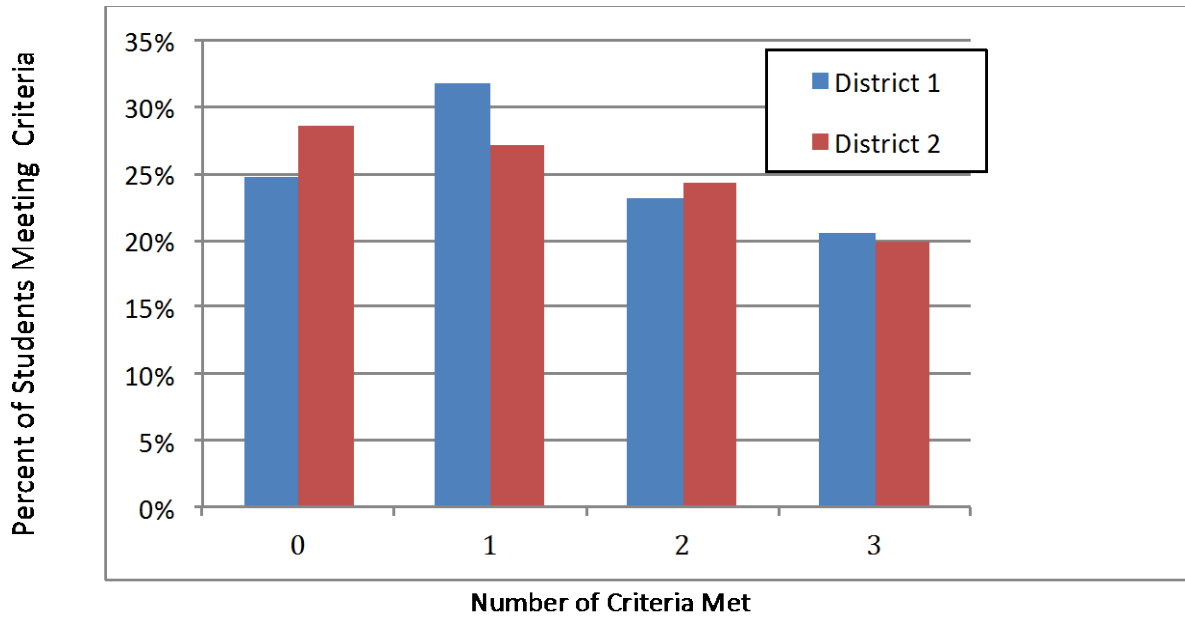


Figure 2. Percent of ELs meeting 0, 1, 2, and 3 criteria in Districts 1 and 2.

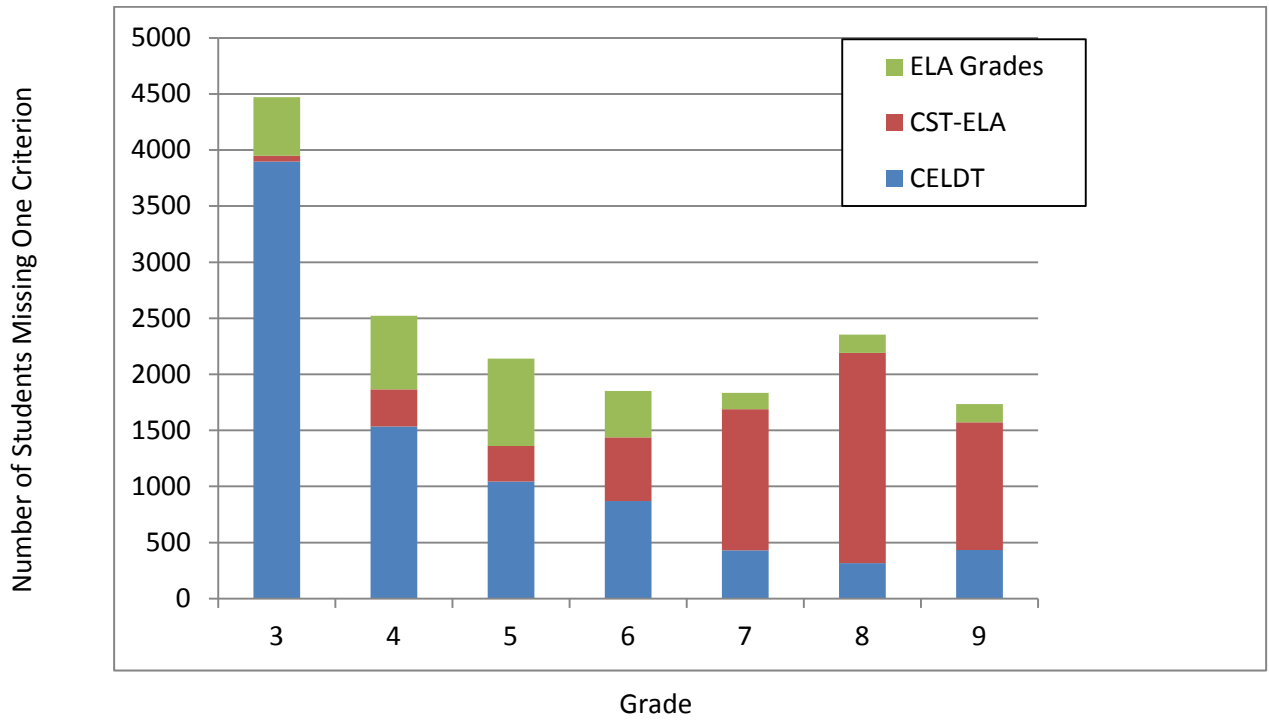


Figure 3. District 1: For ELs missing one criterion (23%), the number missing CELDT, CST, or ELA grades, by grade level.

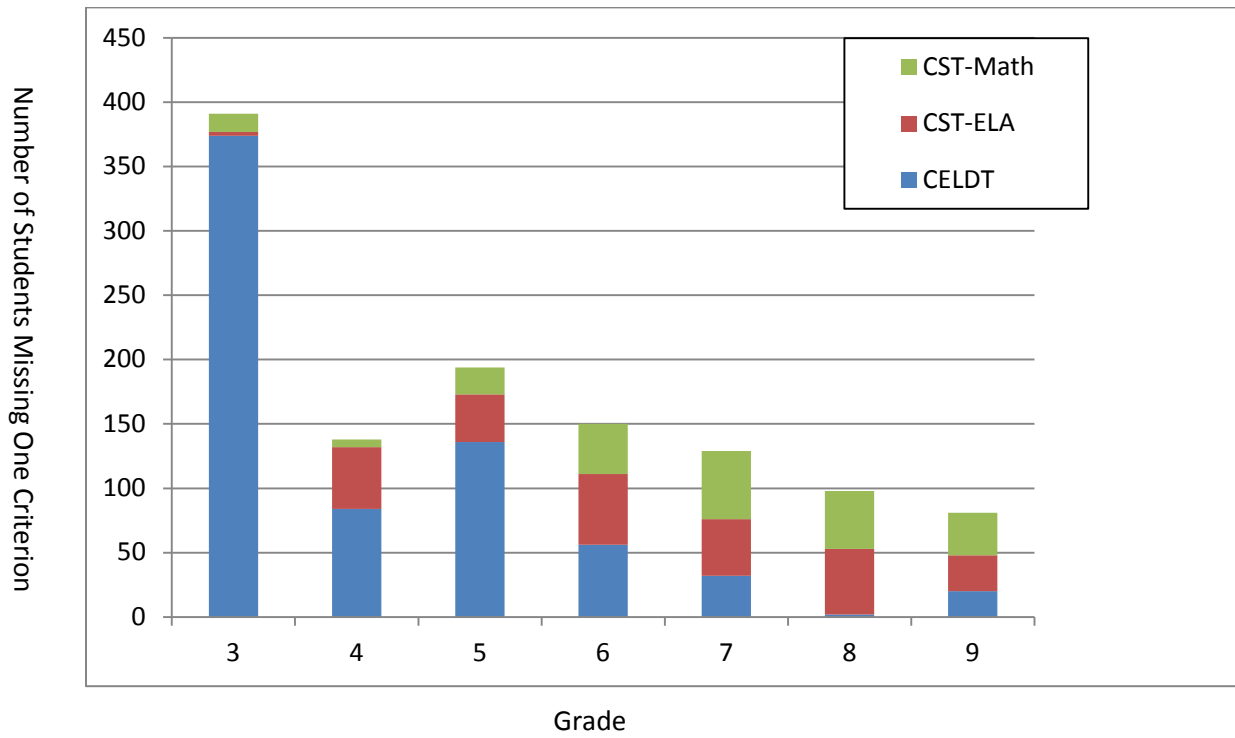


Figure 4. District 2: For ELs missing one criterion (24%), the number missing CELDT, CST, or ELA grades, by grade level.

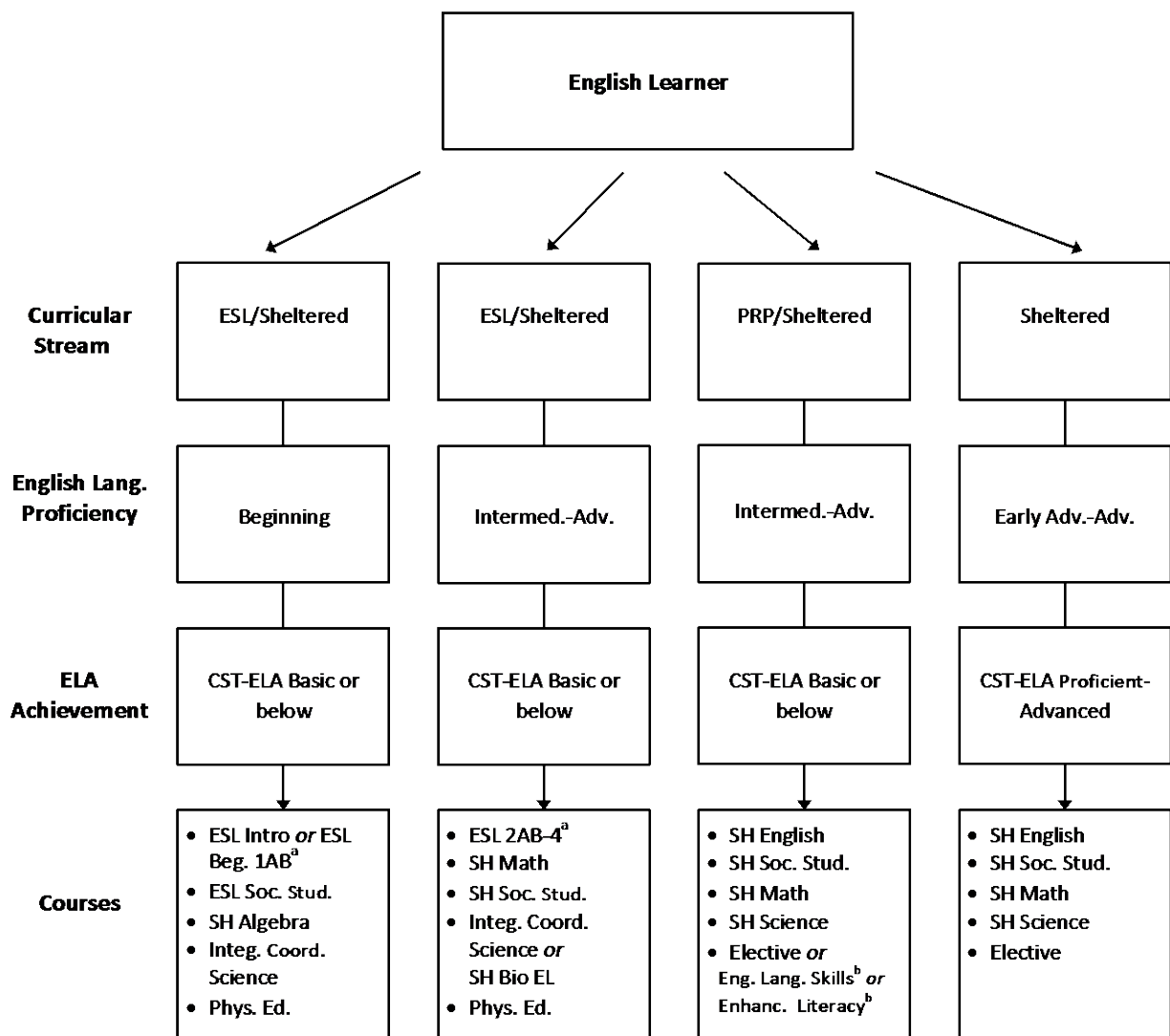


Figure 5. High school English learner *Curricular Streams*. PRP denotes the Preparing for Reclassification Program. ESL denotes English as a second language. Twenty-five percent of ELs enrolled in ESL/Sheltered streams; 75% enrolled in PRP/Sheltered or Sheltered Streams. ^aThese courses are 2-hour blocks. ^bThese courses are interventions.

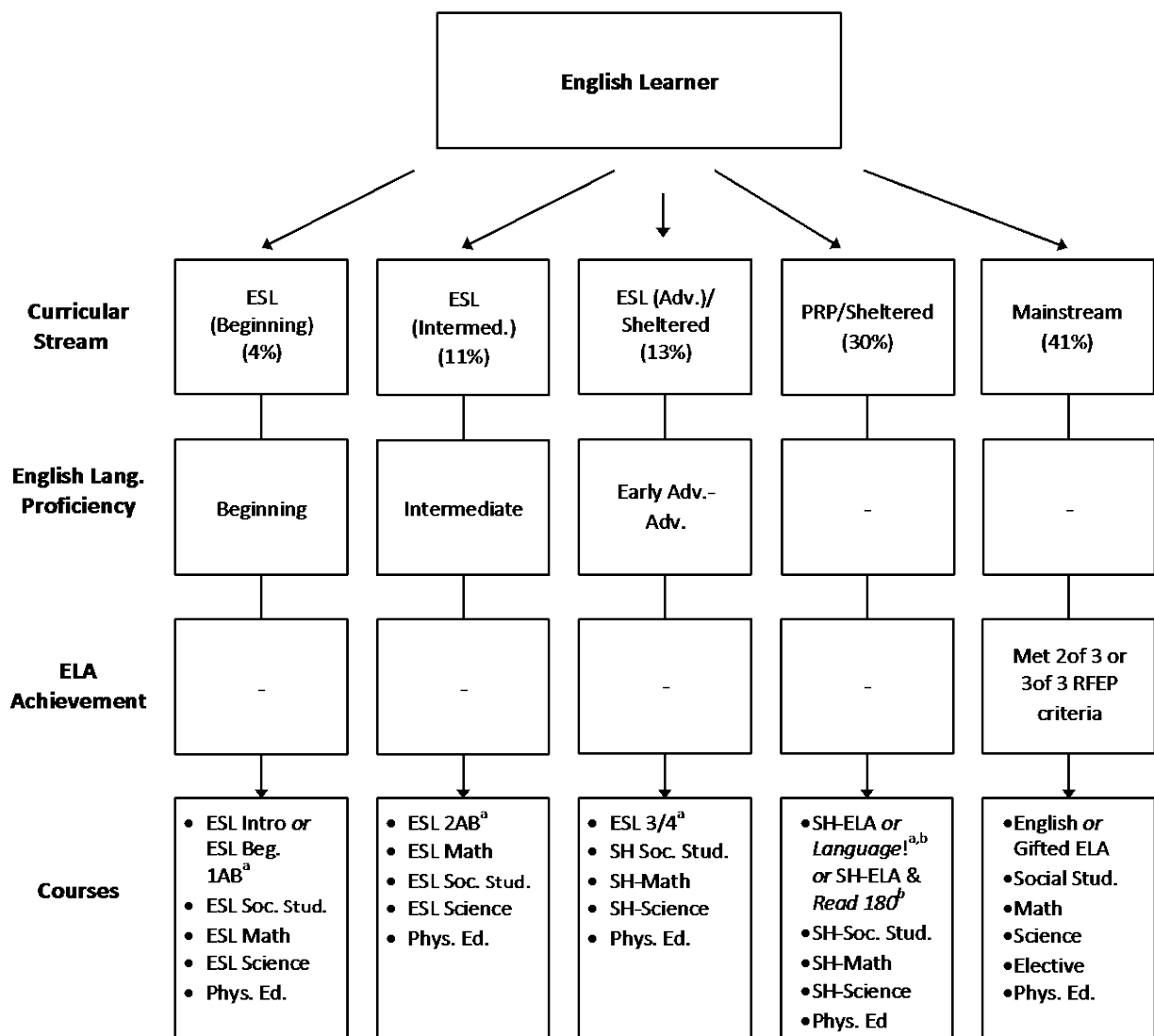


Figure 6. Middle school English learner *Curricular Streams*. Hyphen denotes the criterion is not used for placement. PRP denotes the Preparing for Reclassification Program. ESL denotes English as a second language. RFEP denotes reclassification to fluent English proficient. Total number of ELs is 224. Percent of ELs in each stream are in parentheses. ^aThese courses are 2-hour blocks. ^bThese courses are interventions.

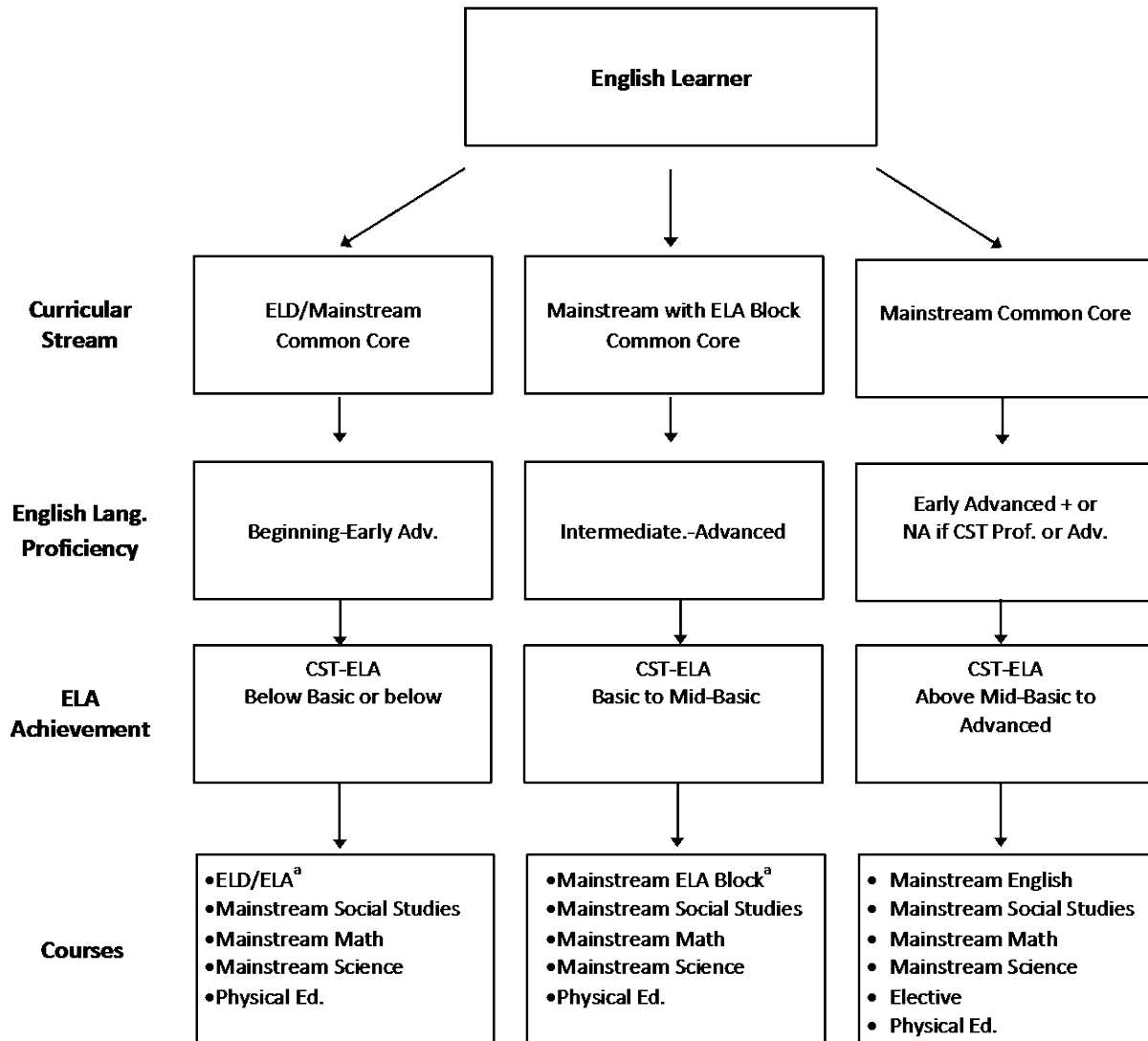


Figure 7. Middle school English learner *Curricular Streams* in an early-implementation Common Core Priority School. ELD denotes English language development. Twenty-five percent of ELs enrolled in the ELD/Mainstream stream; 75% enrolled in the other two streams. ^aThese courses are two-period blocks.