



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: MONITORING THE ACADEMIC PROGRESS OF
ELEMENTARY RECLASSIFIED (RFEP)
STUDENTS

NUMBER: REF-1392

ISSUER: James Morris, Assistant Superintendent
Instructional Support Services

DATE: October 18, 2004

PURPOSE: The purpose of this memorandum is to outline the school-site's responsibility to meet the federal and state requirement to monitor the academic progress of reclassified students. In addition, this memorandum includes Student Information System (SIS) procedures for generating requisite academic performance data and parent notification letters.

INSTRUCTIONS: I. BACKGROUND

State law (Education Code sections 305, 306, 310, 313, 51101, 60810-60811, and 62002) and federal law (Title III of the No Child Left Behind Act of 2001) require districts to: 1) regularly gather and review data to monitor reclassified students' progress, 2) to notify parents of their child's ongoing progress after reclassifying and 3) to provide appropriate and additional educational services when needed. English learners (ELs) are reclassified as fluent English-proficient (RFEP) when they meet state and district reclassification criteria. Designated school staff must review RFEP students' academic performance in the mainstream program for a minimum of two years.

II. MONITORING PROCEDURES

Schools will annually monitor the individual RFEP students' progress in the core curriculum to assure that they meet grade-level standards. Reclassified students are expected to meet or exceed state grade-level content standards, thereby demonstrating they have not been left with any substantive academic deficits in their second language.

Monitoring will address the following accountability requirements:

1. Is there evidence that schools review RFEP students' academic performance on a periodic basis for a two year minimum following reclassification?
2. Is their evidence that schools notify RFEP students' parents in writing when their child is making adequate progress or is at risk of not meeting grade-level standards?
3. Is there evidence that schools provide RFEP students, who are unable to meet state grade-level content standards, additional linguistic and academic instructional services appropriate to their diagnosed academic need?

ROUTING
Local District Superintendents
Local District Directors
Local District EL Program Staff
Principals
EL Program Coordinators
Title I Coordinators
Literacy and Math Coaches
UTLA Chapter Chairs



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The following steps comprise the school-based annual monitoring process:

Step 1:

Print in October/November, an annual *RFEP Follow-Up Monitoring Roster* using the district's Student Information System's (SIS) Main Menu, Screen 14 (Report Menu) and Option 29. This two-page alpha roster consists of two years of various achievement data sets which schools may sort by track or individual classrooms (Attachments A1 and A2).

Step 2:

Use the *RFEP Follow-Up Monitoring Roster* to identify missing data sets and make annotations to be used in updating SIS. Make note of incomplete achievement data (e.g., highlight blank fields) and then write in the appropriate information following a thorough investigation of other student records.

Step 3:

Update SIS manually to enter the following missing data sets using the proper fields and established procedures.

- Academic Marks
- Intervention Codes (REF-1359, Procedures for Recording Data and Attendance Accounting for Elementary Intervention Programs, Nov. 1, 2004.)
- Title I, GATE, and Special Education Eligibility

For assistance with the following data sets that cannot be manually updated beyond specific data entry dates, please call SIS.

- Academic marks for previous years
- Diagnostic Periodic Assessments
- CAT 6 Math results
- CST ELA and Math results

Step 4:

Print the *RFEP Follow-Up Monitoring Roster* as many times as necessary to ensure each student listed has a complete set of achievement data.

Step 5:

Use the most complete *RFEP Follow-Up Monitoring Roster* to identify achievement data that indicate students are not making adequate progress toward grade-level content standards by circling the following data sets:

- Academic marks of 1 or 2
- Diagnostic Periodic Assessment scores of 1 or 2
- CAT 6 Math results below the 50th percentile
- CST ELA and Math results of Far Below Basic (FBB), Below Basic (BB) and Basic (B).

Step 6:

Keep a copy of the final annotated *RFEP Follow-Up Monitoring Roster* on file for 2 years.

Step 7:

Provide a copy of the final annotated *RFEP Follow-Up Monitoring Roster* to the Local



District English Learner Program staff by December.

III. PARENT NOTIFICATION PROCESS

Parents must be notified of their child's academic progress at least once a year for two years following reclassification using the *Notification of Annual Progress of Reclassified Students* letter. This parent notification letter is in addition to any other regular home-school communication. Schools must identify at-risk RFEP students annually and notify their parents during November and December to offer them specially designed intervention services. The following steps list the procedures for parent/guardian notification of RFEP students:

Step 1:

Use SIS (Screen 14 Report Menu, Option 30) to print the RFEP monitoring letter, *Notification of Annual Progress of Reclassified Students*, to send home to parents. This letter will include SIS data that has been entered into the system. The parent notification letter will print in English and Spanish depending on the parent language code entered in SIS Screen 3, Field 39. Form letters in Korean, Chinese, Russian, Armenian, and Vietnamese (Attachments B-H) must be completed by hand.

Step 2:

Complete Section V: *Teacher Evaluation*, and Section VI: *Recommended Support Service* if necessary and obtain the principal's signature. Make a copy and send the original home with the student for parent's signature. Place the school's copy in a notebook or in the student's cumulative record until it is replaced by the original signed by the parent.

Note: ELA /Math intervention services are not required for newly identified RFEPs scoring in the Basic performance range on the CST.

Step 3:

Send a second letter home, if the first one is not returned within two weeks. Attempt to contact the parent by phone after two weeks. Document on the school's copy the steps taken to notify parent. Include date of second written notice, time and name of person contacted for each call.

IV. INTERVENTION PROCEDURES

When RFEP students are not meeting grade-level standards, intervention is required. The following are the procedures for providing RFEP students with additional learning opportunities to address diagnosed academic needs:

Step 1:

When an RFEP student falls behind in their grade level classroom, instruction should be modified to meet the student's diagnosed linguistic or academic needs. Teachers should change grouping patterns during language arts and/or math to provide differentiated instruction using Specially Designed Academic Instruction (SDAIE) methods or they may provide the student with individualized assistance through the use of paraeducators, tutors or volunteers. For example, teachers must group students by skill need based on the six week Student On-line Assessment Reports (SOAR) and provide differentiated instruction in reading and writing during Open Court Reading



Independent Work Time/Workshop using the Open Court Intervention Guide or differentiated math instruction during the math content block.

Step 2:

When the necessary in-class modifications have been provided and the student's academic performance does not improve, the teacher should refer the student to the school's intervention coordinator for placement in an appropriately designed Extended Learning Program (ELP). The school must group students by grade and skill need using the SOAR information and provide intervention based on the identified needs. Teachers must use the available English Language Arts and Math intervention resources to provide differentiated instruction and language support as needed.

Step 3:

When a student fails to demonstrate sufficient progress following participation in the school's Extended Learning Program, the student should be referred to the school Language Appraisal Team (LAT) for additional recommendations. The LAT should consult with the parent to make recommendations to assist the student.

V. PROCEDURES FOR INSTRUCTIONAL IMPROVEMENT

Schools must assess the quality of their grade-level core instructional program. If less than 70% of their RFEP students are not meeting state grade-level standards, the school should begin a discussion of program improvement by designing a comprehensive professional development plan that addresses methodologies proven to meet identified student and teacher needs.

RELATED RESOURCES: Attachment A1 & A2: Sample SIS Roster and Key - RFEP Follow-up Monitoring Roster
Attachments B - H: Parent Notification letters in Korean, Chinese, Russian, Armenian, and Vietnamese.

ASSISTANCE: For assistance please call your Local District EL Program Staff.

For assistance with SIS, please call the Elementary SIS Support at (213) 241-4617.

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ATTACHMENT A1

Sample SIS Roster and Key - RFEP Follow-up Monitoring Roster

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
ID #	NAME	GR	TR	ROOM	ELD YRS	RFEP DATE	RP	READ	WRIT	LSTN	SPK	MATH	SCHL YR	R/LA PA	INTERVEN
1111	Kim, V	5		5	4.5	02-07-03	3	4				4	2002-03	4	
							2						2001-02	X	
3333	Ash, Z	4		19	3.5	03-19-03	3	3				3	2002-03		
							2						2001-02	X	

RFEP Follow-up Monitoring Roster Key

COLUMN NUMBER	COLUMN TITLE	DESCRIPTION
1	ID#	Student's 4-digit school identification code
2	NAME	Student's last and first names
3	GRADE	Grade level
4	TR	Track
5	ROOM	Room
6	ELD YRS	Amount of time at current ELD level
7	RFEP DATE	Reclassification date
8	RP	Reporting Period

COLUMN NUMBER	COLUMN TITLE	DESCRIPTION	
9	ACADEMIC MARKS	READ	ELA Reading score
10		WRIT	ELA Writing score
11		LSTN	ELA Listening score
12		SPK	ELA Speaking score
13		MATH	Math score
14	SCHL YR	School Year	
15	R/LA PA	Reading/Language Arts Performance Assignment score	
16	INTERVEN	Intervention Program code	



Sample SIS Roster and Key - RFEP Follow-up Monitoring Roster

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
ID #	NAME	-----CAT 6 -----				CONTENT STDS				
		TEST YR	READ	LANG	MATH	ELA	MATH	TITLE I	GATE	SP ED
1111	Kim, V	2002-03	71	98	97	A	P			
		2001-02	90	87	93	A				
3333	Ash, Z	2002-03	71	59	83	P	A			
		2001-02	66	47	79	A	P	Y	Y	

RFEP Follow-up Monitoring Roster Key

COLUMN NUMBER	COLUMN TITLE	DESCRIPTION	
1	ID#	Student's 4-digit school identification code	
2	NAME	Student's last and first names	
3	CAT 6	TEST YR	Date of test administration
4		READ	Reading score
5		LANG	Language score
6		MATH	Math score
7	CONTENT STDS	ELA	English Language Arts score
8		MATH	Math score
9	TITLE I	Title I identification	
10	GATE	Gifted and Talented identification	
11	SP ED	Special Education services	