TITLE: Monitoring the Academic Progress of Secondary Reclassified Fluent English Proficient (RFEP) Students

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

NUMBER: REF-3590.0

ISSUER: Alma Peña Sanchez, Assistant Superintendent Instructional Services

DATE: February 22, 2007

PURPOSE: The purpose of this memorandum is to outline the school’s responsibility in meeting 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

English learners (ELs) are reclassified as fluent English-proficient (RFEP) when they meet state and district reclassification criteria. State and federal laws (20 USC 6841, 5 CCR 11304) require districts to regularly gather and review data to monitor reclassified students’ progress, notify parents of their child’s ongoing progress after reclassifying and provide appropriate and additional educational services when needed. Designated school staff must review RFEP students’ academic performance in the mainstream program for a minimum of two years.

Schools will annually monitor for a minimum of two years the progress of RFEP students to assure proper placement and offer additional academic and other appropriate support if necessary. Reclassified students are expected to meet or exceed state grade-level content standards, and to meet the A-G requirements for high school graduation, thereby demonstrating they have not been left with any substantive linguistic and/or academic needs.

Monitoring will address the following accountability requirements:

- Schools must review RFEP students’ academic performance for a two year minimum following reclassification.
- Schools must notify RFEP students’ parents, in writing, when their child is making adequate progress or is at risk of not meeting grade-level standards.
- Schools must provide RFEP students who are unable to meet state grade-level content standards additional linguistic and/or academic instructional services appropriate to their diagnosed needs.
II. MONITORING PROCEDURES

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

A. At the beginning of the spring semester, print an RFEP Follow-Up Monitoring Roster using ID27,3. Select those students reclassified during the last two years (Use field 381, ReDes FEP Dt, to sort). Enter F4, “Print Reclassified Student Monitoring Roster.” The roster consists of two years of various achievement data sets; schools may sort by track or grade. Attachment A is a sample roster and its key.

B. Highlight the students on the list who are not making adequate progress. This would include students who earn lower than a C in English, math, science or social studies. Also included are students who score less than Basic on the CST ELA or Math the first year after reclassification; or score less than Proficient on the CST ELA or Math the second year after reclassification. Academic marks monitor progress in the core subjects, (for high school, four of the A-Gs); CST results measure standards-based performance.

C. Copy the highlighted list for the administrator in charge of intervention, for the students’ counselors, and for other supplemental services providers (e.g., PSA counselor, school psychologist, Bridges coordinator, GEARUP program). A copy is maintained by the EL coordinator for at least five years.

D. Provide a copy of the highlighted RFEP Follow-Up Monitoring Roster to the Local District English Learner Program staff by the end of February.

E. Repeat the process the following year.

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 SIS-generated parent notification letter is in addition to any other regular home-school communication regarding student achievement. The notification has seven sections identified by roman numeral. Section I indicates the length of time taken to achieve reclassification. Sections II through IV address adequate progress. Section V and VI are for comments and recommendations for support services. Section VII instructs parents to give input and respond.

Schools must identify at-risk RFEP students annually and notify parents by the end of February in order for the students to access intervention services in a timely manner. The procedures for parent/guardian notification of RFEP students include the following steps:
A. Print the *Notification of Annual Progress of Secondary Reclassified Students* using ID27,3; select F5. The parent letter will print in English or Spanish, depending on the Correspondence Language entered in field 302. Attachment B is a sample English notification for the purpose of this memo. Form letters in Korean, Chinese, Armenian, and Vietnamese must be completed by hand (Attachments C to F) and included with the printed English notification.

B. Each *Notification of Annual Progress of Secondary Reclassified Students* must be completed by the school before being sent to the parent.

1. Determine whether the student is or is not making adequate progress; use section II and section III of the notification to make this determination.

2. In section II, if the student has a D or an F in any subject area, mark “is not making adequate academic progress” in section IV.

3. In section III, the expectation is for reclassified students to attain at least the Basic level on the CST in both English Language Arts and Mathematics for the first year after reclassification. The second year, each student is expected to attain at least the Proficient level in both English Language Arts and Mathematics. If these expectations were not met by the student, mark “is not making adequate academic progress” in section IV.

4. If students meet the expectations in both section II and section III, mark “is making adequate progress” in section IV.

C. It is optional to add comments for parents in section V: *Additional Comments*.

D. If Section IV is marked “not making adequate academic progress”, *Recommended Support Services*, Section VI, must be filled out. Suggestions for section VI are included, Attachment G.

E. Obtain the principal’s signature and date each notification.

F. The final disposition of the notification is in the blue Master Plan Folder in the student’s cum (BUL-3448.0, Master Plan Folder for English Learners, K-12). This may involve the following steps:

1. Make a copy and send the original home with the student for parent’s signature. Maintain the school’s copy.

2. If the signed letter is returned, place in the blue Master Plan Folder.

3. Send a second copy home if the letter is not returned within two weeks.

4. If the second letter is also not returned, telephone the parent.
5. When the letter is returned, signed by the parent, insert the letter in the blue Master Plan Folder in the cumulative record envelope.

6. If the letter is not returned, insert the copy of the letter in the Master Plan Folder, annotated regarding the attempts made to contact the parent.

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:

A. When an RFEP student is not making adequate academic progress, accommodations are made to the instruction in the classroom to meet the student’s diagnosed linguistic and/or academic needs. Teachers may change grouping patterns during instructional time and/or provide differentiated instruction. The use of Specially Designed Academic Instruction in English (SDAIE) methods is recommended (i.e., collaborative group assignments, graphic organizers, questioning techniques, formative assessments). Teachers may provide the student with individualized assistance through the use of paraeducators, tutors or volunteers.

B. When the appropriate in-class accommodations 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 intervention program. Teachers must use the available English Language Arts and Math intervention resources to provide differentiated instruction and language support as needed.

C. When a student fails to demonstrate sufficient progress following participation in the school’s intervention program, the student should be referred to the school Student Success Team (SST) or Coordination of Services Team (COST) for additional recommendations. The SST/COST should consult with the parent to make recommendations to assist the student.

RELATED RESOURCES:
Reference Guide REF-1392 Monitoring the Academic Progress of Elementary Reclassified (RFEP) Students, October 18, 2004
Bulletin BUL-3448.0, Master Plan Folder for English Learners, K-12, January 8, 2007

ASSISTANCE: For assistance please call your Local District English Learner Program Staff.
For assistance with SIS, please call the Secondary SIS Support at (213) 241-4850.

###
## RFEP Follow-Up Monitoring Roster

<table>
<thead>
<tr>
<th>Rec#</th>
<th>Name of student, Program Participation</th>
<th>Init Date</th>
<th>RFEP Date</th>
<th>GrT</th>
<th>Eng Course</th>
<th>Academic Marks</th>
<th>CST</th>
<th>YTD Days</th>
<th>Eng</th>
<th>Mat</th>
<th>Sci</th>
<th>Soc</th>
<th>YTD Enr</th>
<th>Days Abs</th>
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<tr>
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<td>CIERVA, JUAN SpEd SLI Title I</td>
<td>10/02</td>
<td>09/06</td>
<td>08C</td>
<td>230106</td>
<td>B A C C</td>
<td>Spr06</td>
<td>B</td>
<td>FBB</td>
<td>BB</td>
<td></td>
<td></td>
<td>106</td>
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<td>07/97</td>
<td>09/06</td>
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<td>03/05</td>
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<td>A</td>
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<td></td>
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<td>79</td>
<td>2</td>
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<td>1946</td>
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<td>08/99</td>
<td>12/05</td>
<td>07B</td>
<td>230104</td>
<td>B A A B</td>
<td>Spr06</td>
<td>B</td>
<td>B</td>
<td>A</td>
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### COLUMN NUMBER

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<th>DESCRIPTION</th>
<th>COLUMN NUMBER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of student, Program Participation</td>
<td>6 Academic Marks</td>
<td>Course grades: Eng = English, Mat = Math, Sci = Science, Soc = Social Studies</td>
</tr>
<tr>
<td>2 Init Date</td>
<td>Date student was identified English Learner</td>
<td>7 CST</td>
<td>California Standards Test: Eng = English Language Arts, Mat = Math, Sci = Science (5th, 6th), Soc = Social Studies (6th)</td>
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<tr>
<td>3 RFEP Date</td>
<td>Date student was reclassified RFEP</td>
<td>8 CST</td>
<td></td>
</tr>
<tr>
<td>4 GrT</td>
<td>Grade and Track</td>
<td>9 YTD Enr</td>
<td>Year to date number of days enrolled</td>
</tr>
<tr>
<td>5 Eng Course</td>
<td>230101/2 = Eng 6A/B 230105/6 = Eng 8A/B 230109/10 = Eng 10A/B 230111 = Contemp Comp 230207 = Adv Comp 230437 = World Lit</td>
<td>10 Days Abs</td>
<td>Year to date number of days absent</td>
</tr>
</tbody>
</table>

REF-3590.0
Instructional Services

February 22, 2007
LOS ANGELES UNIFIED SCHOOL DISTRICT

ATTACHMENT B

Notification of Annual Progress of Secondary Reclassified Students

Student Name ___________________ District ID# _______ Grade _______ Date _______

In accordance with district policy, your child’s grade level skills are monitored periodically to verify s/he is making adequate academic progress towards mastery of state content standards. This form is intended to notify you of your child’s most recent achievement data and recommend academic support services, if necessary.

I. Reclassification Goal: English learners are expected to reclassify within five years. Your child reclassified in _____ years.

II. Academic Marks: Report card marks of A, B, or C indicate the student meets or exceeds grade-level standards. Your child’s most recent academic marks are as follows:
   English ___ Mathematics ___ Science ___ Social Studies ___

III. Achievement test scores: Your child’s most recent California Standards Test (CST) results are:
   Spring 2005 CST
   English Language Arts: ________________
   Mathematics: ________________
   Spring 2006 CST
   English Language Arts: ________________
   Mathematics: ________________

Adequate progress for the first year after reclassification is Basic, Proficient or Advanced. Adequate progress for the second year after reclassification is Proficient or Advanced.

IV. Based on the above multiple criteria, your child
   ____ is making adequate academic progress. 
   ____ is not making adequate academic progress.

V. Additional comments: (work habits, behavior, attendance...)
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

VI. Recommended Support Services: _______________________________

Principal’s Signature: ___________________________________ Date: _______

VII. Parent Notification: Please mark the items that apply and return this entire form to your child’s school.
   ____ I have reviewed my child’s academic progress indicated above.
   ____ I would like my child to receive additional support services.
   ____ I would like a conference to discuss this information.

Parent/Guardian Signature ____________________ Telephone Number ___________ Date _______

Distribution: 1) Original in Cumulative folder 2) Copy to Parent
재배치된 중고등 학생 전반도 연례 통지서
(Notification of Annual Progress of Secondary Reclassified Students)

학생 이름: ___________________  디자트릭 ID# _______ 학년 _______ 날짜 _______

I. 재배치 목표: 영어 학습 학생들은 5년 이내에 재배치될 것이 예상됩니다. 귀 자녀는 _______년 만에 재배치되었습니다.

II. 학업 성적: 성적표에 A, B 또는 C로 표기될 경우, 학생이 학년 학습기준을 달성하고 있거나 능가하고 있음을 의미합니다. 귀 자녀의 최근 성적은 다음과 같습니다:

영어: _______ 수학: _______ 과학: _______ 사회: _______

III. 학력 고사 점수: 다음은 귀 자녀의 최근 면접포지션 학력고사 점수입니다:

2004년 전 CST
영어/영어과목: ______________________
수학: ______________________

2005년 전 CST
영어/영어과목: ______________________
수학: ______________________

학생이 재배치된 후 첫 1년 동안의 기본, 능숙 또는 우수로 적절한 진단도가 표기됩니다. 두 연도 향에는 능숙 또는 우수로만 표기됩니다.

V. 위의 모든 정보를 종합한 결과, 귀 자녀는

_________ 적절한 학업 진단을 보이고 있다.

_________ 적절한 학업 진단을 보이지 못하고 있다.

VI. 추가 의견: (공부 습관, 행동, 출석..........)

____________________

____________________

VII. 추천하는 지원 서비스:

____________________

고장 서명: ___________________ 날짜: ______________

VIII. 학부모 통보: 해당 사항에 부합하고 자녀 학교로부터 알려보내십시오.

____ 나의 자녀에 대한 학업 진단 상황을 알려하였다.

____ 나의 자녀가 추가 지원 서비스를 받기로 하였다.

____ 학교 상황에 대한 학습년도를 참고 자녀를 원한다.

부모/보호자 서명 ___________________ 전화번호 ___________________ 날짜 ______________

Distribution:  1) Original in Cumulative folder  2) Copy to Parent

7659c_Translated by the LAUSD Translations Unit (Korean)
中学生重新分类年度进步通知

学生姓名____________________ 学生身份号码#_________ 年级__ 日期______

按照学区规定，你孩子的年级水平能力在定期监测下核校学业是否有适当的进步，并将掌握加州的学业标准。本表要通知你你孩子最近的成绩数据，并按需要建议一些学业上的支持服务。

I. 重新分类的目标：英语学习者期望在五年内重新分类。你的孩子已在____年重新分类。

II. 学业评分：成绩单上的评分A, B, 或C表示学生达到或超过年级水平标准。你孩子的最近学业评分如下：

英语 ____ 数学 ____ 科学 ____ 社会学 ____

III. 考试成绩得分：你孩子最近的标准考试（CST）结果如下：

2004年春季英语语文：______________________________
数学：______________________________
2005年春季英语语文：______________________________
数学：______________________________

重新鉴定后第一年的适当进度是基本、熟悉或超前。重新鉴定后第二年的适当进度是熟悉或超前。

IV. 根据以上多项准则，你孩子在学业上

____ 有适当的进步。
____ 没有适当的进步。

V. 另外建议：（工作习惯，行为，出席.......）

________________________________________
________________________________________

VI. 建议的支持服务：

________________________________________

校长签名：_________________________ 日期：____________

VII. 家长通知：请勾划下列适用的项目并将整页表格交回你孩子的学校。

____ 我复阅了上列所示你孩子的学业进度情形。
____ 我愿意让我孩子接受额外的支持服务。
____ 我愿意有一次会谈来讨论这些数据。

家长/监护人签名 ___________________________ 电话号码 ____________________ 日期 ____________

Distribution: 1) Original in Cumulative folder 2) Copy to Parent
分发： 1) 原稿存档案夹 2) 副本发给家长

7595ml Chinese, Translated by the LAUSD Translations Unit

REF-3590.0
Instructional Services
February 22, 2007
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ATTACHMENT E

Notification of Annual Progress of Secondary Reclassified Student

Student’s name: ____________________________ SSN: ___________ Birthdate: ___________

I. Standardized Testing:
   - CAASPP: ___________ (Note: If student is on hold, no results available.)
   - ISTEP: ___________
   - California Standards Test (CAHSEE): ___________

II. Prior Year Information:
   - 2004 CST: ___________
   - 2005 CST: ___________

III. Progress in Math and Language:
   - CST 2004: ___________
   - CST 2005: ___________

IV. Progress in Science:
   - 2004: ___________
   - 2005: ___________

V. Progress in English:
   - 2004: ___________
   - 2005: ___________

VI. Progress in Social Studies:
   - 2004: ___________
   - 2005: ___________

VII. Progress in Health:
   - 2004: ___________
   - 2005: ___________

VIII. Progress in Arts:
   - 2004: ___________
   - 2005: ___________

IX. Other Information:
   - 1) ____________________________
   - 2) ____________________________
Thống báo về Tiến Bộ Thường Niên của các Học Sinh bậc Trung Học được Tài Phán Loại

(Notification of Annual Progress of Secondary Reclassified Students)

Học sinh: ____________________  ID# Học Khu: ________  Lớp ______  Ngày __________

Theo quy định của học khu, những ký num trình độ lớp của con quý vị được theo dõi định kỳ để xác nhận em đang đạt mức tiến bộ học vấn tốt thiểu nhất tính thống những tiêu chuẩn nôi dung của tiêu bảng. Mẫu này được đề dùng để thông báo cho quý vị về điều kiện thành tích mới nhất của con quý vị và cũng đề để đề nghị những điều về hỗ trợ học vấn, nếu cần thiết.

I. Mục tiêu Tài phân loại: Những học viên Anh ngữ phải đạt được tài phân loại trong vòng năm năm. Con của quý vị đã được tài phân loại trong ______ năm.

II. Các Điểm Học Văn: Những điểm A, B, hay C của phiếu điểm xác định rằng học sinh đạt hoặc vượt những tiêu chuẩn trình độ lớp. Điểm học mới nhất của con quý vị như sau:

   Anh Văn: ____________  Toán: ________  Khoa Học: ________  Xã Hội Học: ________

III. Điểm thi thành tích: Các kết quả Kỳ Thi Tiêu Chuẩn California (CST) mới nhất của con quý vị như sau:

   CST Mùa Xuân 2004
   Anh Văn: ____________________
   Toán: ____________________

   CST Mùa Xuân 2005
   Anh Văn: ____________________
   Toán: ____________________

Tiến bộ tôi thiểu cho năm thử nhất sau khi tài phân loại là Cần Bán, Thống Thạo hay Cao Cấp. Tiến bộ tôi thiểu cho năm thử nhất sau khi tài phân loại là Thống Thạo hay Cao Cấp

IV. Căn cứ vào nhiều tiêu chuẩn trên, con của quý vị đang,

   ______ có tiến bộ học vấn thỏa đáng,
   ______ không có tiến bộ học vấn thỏa đáng.

V. Ý Kiện Bổ Sung: (thời quen học hành, hành vi, điểm danh...)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

VI. Đích vụ Hỗ trợ được Đề nghị: ______________________________

   Chữ ký của Hiệu Trưởng: ______________________________  Ngày: ______________________

VII. Thông báo cho Phụ Huynh: Xin đánh dấu những mục thích hợp và hoàn trả tờ thông báo dưới đây cho trưởng của con quý vị.

   ______ Tôi đã xem xét mức tiến bộ học vấn của con tôi như đã ghi trên.
   ______ Tôi muốn con tôi nhận những điều vụ hỗ trợ bổ sung.
   ______ Tôi muốn có một cuộc họp để bàn về các chi tiết này.

   Chữ ký của Phụ huynh/Nguời giám hộ: ____________________  Số điện thoại: ________

   Phản đối: 1) Bàn chừng trong cấp hồ sơ Lưu          2) Bàn sao cho Phụ huynh

7659 bc, Translated by The LAUSD Translations Unit (Vietnamese)

REF-3590.0
Instructional Services
February 22, 2007
Recommended Support Services

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help with homework</td>
<td>Ayuda con la tarea</td>
</tr>
<tr>
<td>Support in [English, math, science, history]</td>
<td>Apoyo en el área de [inglés, matemáticas, ciencias, historia]</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Ayuda individualizada</td>
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<tr>
<td>Saturday School</td>
<td>Escuela sabatina</td>
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<tr>
<td>Intersession</td>
<td>Intersesión</td>
</tr>
<tr>
<td>Summer School</td>
<td>Escuela de verano</td>
</tr>
<tr>
<td>See your counselor for options.</td>
<td>Ver al consejero para opciones.</td>
</tr>
<tr>
<td>See your counselor for options.</td>
<td>Ver a la consejera para opciones.</td>
</tr>
<tr>
<td>See the PSA counselor.</td>
<td>Ver al consejero (a la consejera) de asistencia escolar.</td>
</tr>
</tbody>
</table>

Many schools have other options to assist students who are not making adequate academic progress. This list is not exhaustive.