

  
**INTER-OFFICE CORRESPONDENCE**  
 Los Angeles Unified School District

**INFORMATIVE**  
 June 5, 2012

**TO:** Members, Board of Education  
 John E. Deasy, Superintendent  
  
**FROM:** *Cynthia*  
 Cynthia Lim, Executive Director  
 Office of Data and Accountability

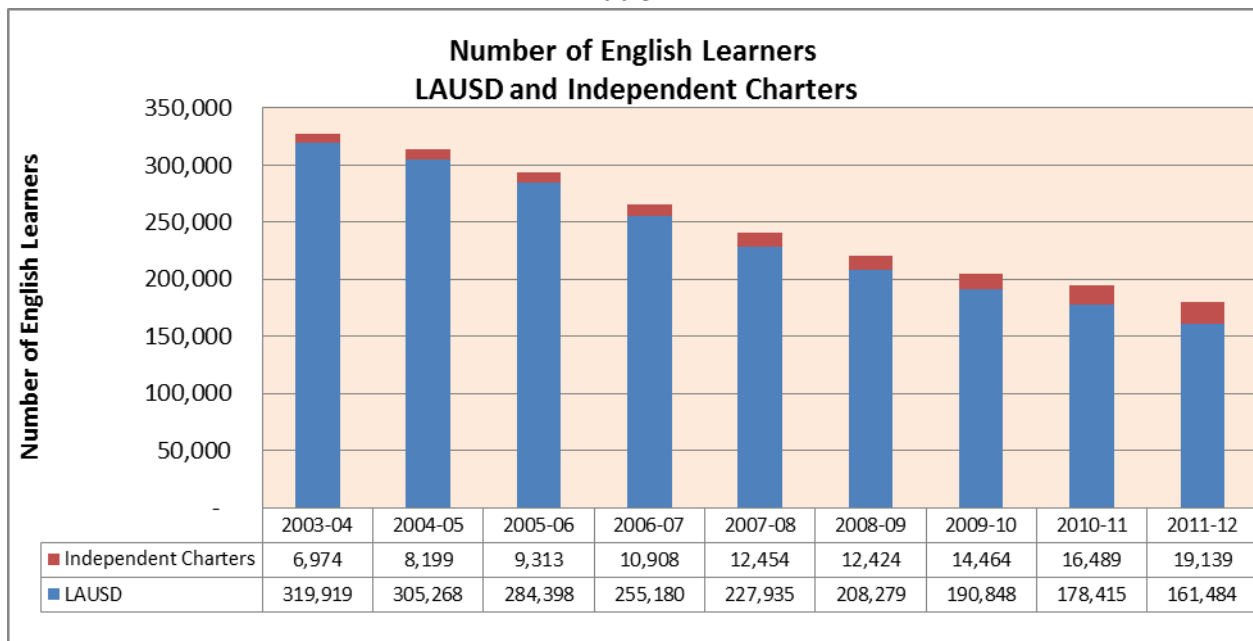
**SUBJECT:** 2011-12 ENGLISH LEARNER PROGRESS AND RECLASSIFICATION RATES

This informative provides updates on the progress of English Learners (EL) in LAUSD in the 2011-12 school year, specifically the number and percent of ELs, proficiency on the California English Language Development Test (CELDT), progress on federal Annual Measurable Achievement Objectives (AMAO) and reclassification rates.

**I. ENGLISH LEARNERS IN LAUSD**

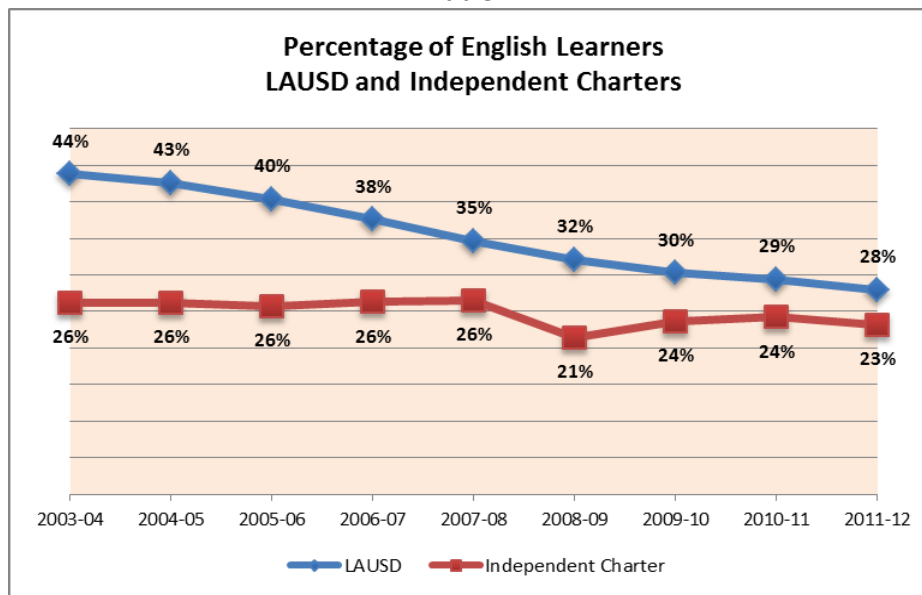
The number of English learners in LAUSD has declined from the all time high of nearly 327,000 students (43%) in 2003-04 during the peak of District enrollment to 161,484 (29%) in 2011-12. ELs represented roughly less than a third of the total student population in 2011-12. Among LAUSD schools, the decrease in the number of ELs paralleled the overall decline in District enrollment. Table 1 shows that the number of ELs more than doubled among charter schools between 2003-04 and 2011-12. Among LAUSD schools, the number of ELs decreased by nearly one half.

Table 1



While the percentage of ELs in LAUSD schools has steadily decreased each year, the percentage of ELs at independent charter schools held constant from 2003-04 to 2007-08, then decreased beginning in 2008-09. The percentage of ELs at independent charter schools was consistently lower than LAUSD schools.

Table 2



## II. PERFORMANCE ON THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

The California English Language Development Test (CELDT) is administered initially to all English Learners to determine proficiency levels and then on an annual basis to determine their progress towards proficiency in English. Annual CELDT results are used to determine what types of services and classroom instruction ELs should receive. CELDT results are also one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

The CELDT assesses four skill areas in kindergarten through grade 12: listening, speaking, reading, and writing. Overall CELDT scores are reported in five performance levels of English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced.

***In the 2011-12 school year, the percentage of ELs that scored at Early Advanced or Advanced increased from the previous year across the entire district, from 34% to 38%.*** The percentage increased by four percentage points among elementary schools, one percentage point at middle schools and five percentage points at high schools.

Table 3

Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT\*

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Elementary (K-5)	30	34	38	36	34	38
Middle Schools (6-8)	40	40	40	40	40	41
High Schools (9-12)	34	34	38	38	32	37
All Schools	33	35	38	37	34	38

\*Does not include independent charter schools.

When the results were disaggregated by LAUSD and charter schools, the percentage of ELs scoring Early Advanced or Advanced on CELDT was higher among independent charter schools, e.g., 48% at charter schools versus 38% for LAUSD schools. However, the percentage point increase among middle and high schools was higher for LAUSD schools than for independent charter schools. Among elementary schools, the percentage scoring Early Advanced or Advanced increased by four percentage points for LAUSD schools and five percentage points for charter schools.

Table 4  
Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT  
LAUSD and Independent Charters

	LAUSD				Independent Charters			
	2009-10	2010-11	2011-12	Change	2009-10	2010-11	2011-12	Change
Elementary (K-5)	36	34	38	4	38	37	42	5
Middle Schools (6-8)	40	40	41	1	59	59	57	-2
High Schools (9-12)	38	32	37	5	53	48	51	3
All Schools	37	34	38	4	46	44	48	4

CELDT scores increased statewide five percentage points, from 37% in the prior year to 42%. Compared to other urban districts, LAUSD kept pace with Pomona and Long Beach in the percentage scoring at Early Advanced and Advanced and in gains from the previous year.

Table 5  
Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT  
California and Other Urban Districts

	2008-09	2009-10	2010-11	2011-12	Change
Sacramento	42%	42%	40%	43%	3%
<b>California</b>	<b>39%</b>	<b>40%</b>	<b>37%</b>	<b>42%</b>	<b>5%</b>
Pasadena	36%	37%	35%	41%	6%
San Diego	36%	37%	35%	41%	6%
San Francisco	39%	39%	36%	40%	4%
Pomona	40%	38%	34%	39%	5%
<b>LAUSD*</b>	<b>38%</b>	<b>37%</b>	<b>34%</b>	<b>39%</b>	<b>5%</b>
Long Beach	32%	35%	34%	39%	5%
San Jose	32%	35%	30%	36%	6%
Oakland	34%	36%	34%	36%	2%
Fresno	32%	32%	29%	31%	2%

\*includes independent charter schools

### III. ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES FOR TITLE III ACCOUNTABILITY (AMAO)

All school districts that receive Title III-Limited English Proficient (LEP) grant funds are required to meet English language proficiency AMAOs, as well as an academic achievement AMAO based on Adequate Yearly Progress (AYP) information. The three annual measurable achievement objectives are:

1. increase the percentage of English learners making progress in learning English,
2. increase the percentage of English learners attaining proficiency in English,
3. increase the percentage of English learners scoring proficient or advanced on the state mandated test in English Language Arts and Mathematics.

**LAUSD has met two of the AMAO targets thus far, as shown in Table 6.** More detailed information on each AMAO is provided below.

Table 6  
AMAO Targets Met by LAUSD

	Title III AMAOs	State Target	LAUSD	Target Met
AMAO 1	Percent of ELs Making Annual Progress in Learning English	56	56.1	Yes
AMAO 2	Percent of ELs with less than 5 years of instruction attaining the English Proficient Level	20.1	24.8	Yes
	Percent of ELs with 5 or More Years of Instruction Attaining English Proficient Level	45.1	36.1	No
AMAO 3	Meeting AYP Requirements for the EL Subgroup at the District Level , English Language Arts	78	TBD	TBD
	Meeting AYP Requirements for the EL Subgroup at the District Level , Mathematics	78.2	TBD	TBD

#### AMAO 1 – Progress in Learning English

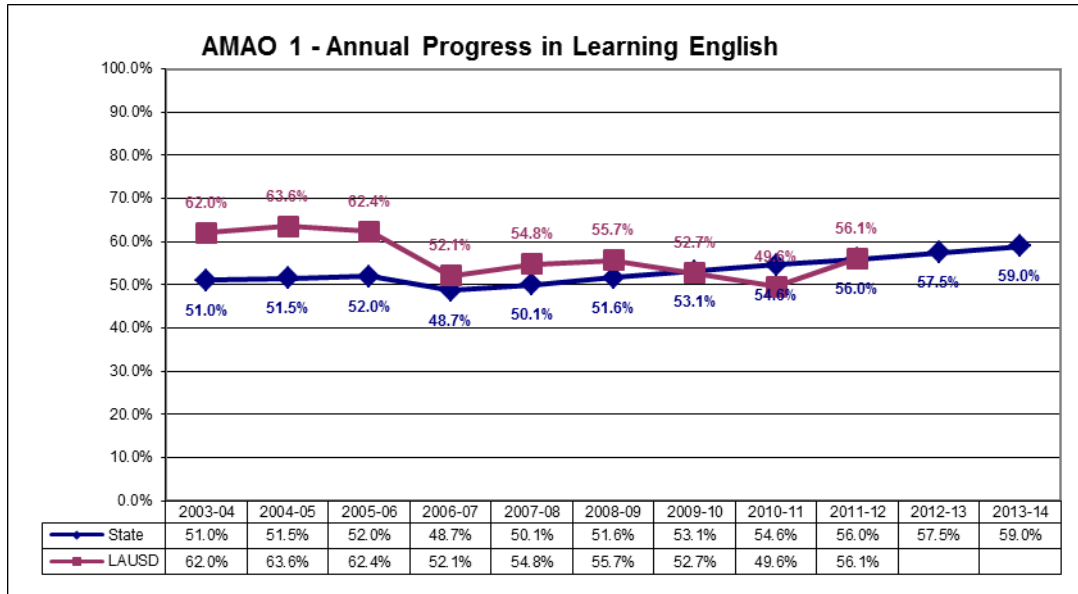
To measure progress in learning English, AMAO 1 uses the percentage of ELs that improve one or more performance levels on CELDT each year. The growth target is dependent upon the overall performance level from the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve the English proficient level on the CELDT in the following year. ELs at the English proficient level are expected to maintain that level.

Table 7  
Description of AMAO 1 Growth Targets

Most Recent Previous CELDT Overall Performance Level	Annual Growth Target
Beginning	Early Intermediate Overall
Early Intermediate	Intermediate Overall
Intermediate	Early Advanced Overall
Early Advanced or Advanced, but not at the English proficient level. One or more domains is below Intermediate (listening or speaking domains for K–1; listening, speaking, reading, or writing for grades 2–12)	Achieve the English proficient level. (Overall proficiency level needs to remain at the Early Advanced or Advanced level, and all domains need to be at the Intermediate level or above. In K–1, just the listening and speaking domains need to be at the Intermediate level.)
Early Advanced or Advanced, and at the English proficient level	Maintain English proficient level

The statewide target for AMAO 1 in 2011-12 was 56%. **LAUSD met the AMAO 1 target with 56.1% of English learners meeting the growth target on CELDT.**

Table 8



## AMAO 2 – Attaining Proficiency in English

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. A student is defined as meeting the English proficient level on the CELDT if **both** of the following criteria are met:

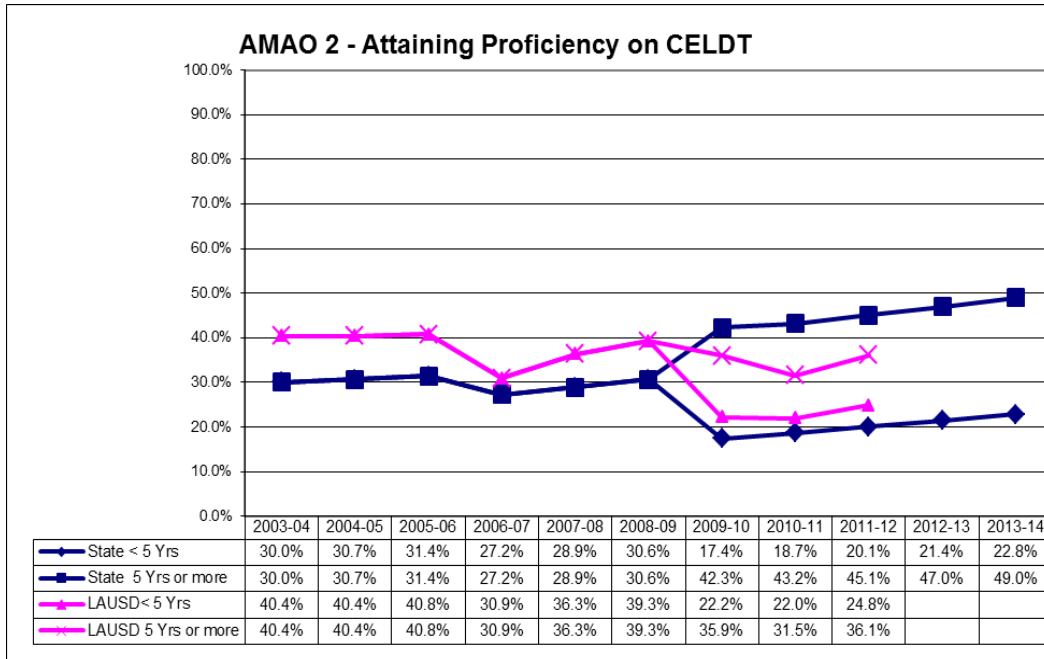
- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level scores of Intermediate or above in listening, speaking, reading and writing.
  - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
  - For grades two through twelve, all four domains need to be at the Intermediate level or above

AMAO 2 has different targets for different cohorts:

- English learners who have been in language instruction educational programs for less than five years. The target for CELDT proficiency in 2011-12 was 20.1.
- English learners who have been in language instruction educational programs for five years or more. The target for CELDT proficiency for this group was 45.1 in 2011-12.

**In LAUSD, 24.8% of English learners with less than five years of language instruction were proficient on CELDT, exceeding the state target of 20.1%. Among English learners with more than five years of language instruction, 36.1% met the CELDT proficiency criteria, which was below the state target of 45.1%.**

Table 9



**AMAO 3 –Meeting AYP Proficiency Criteria for the English Learner Subgroup**

Data for AMAO 3 will not be available until September 2012 when the results of STAR testing are made available. However, based on previous year’s data and the trajectory of performance of English learners, it is unlikely that the District will meet AMAO 3 targets in English Language Arts and Math.

Table 10

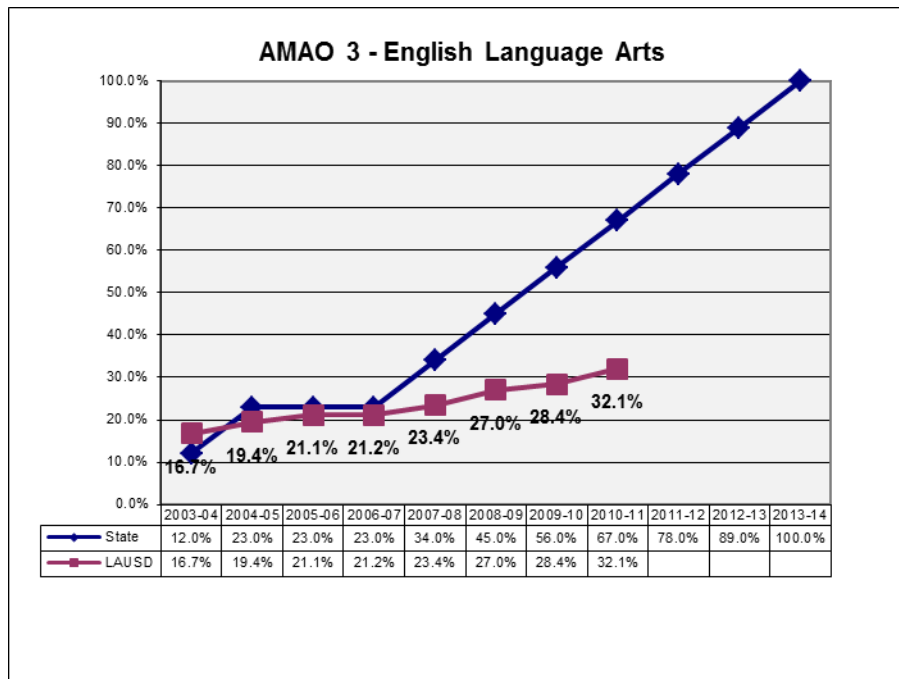
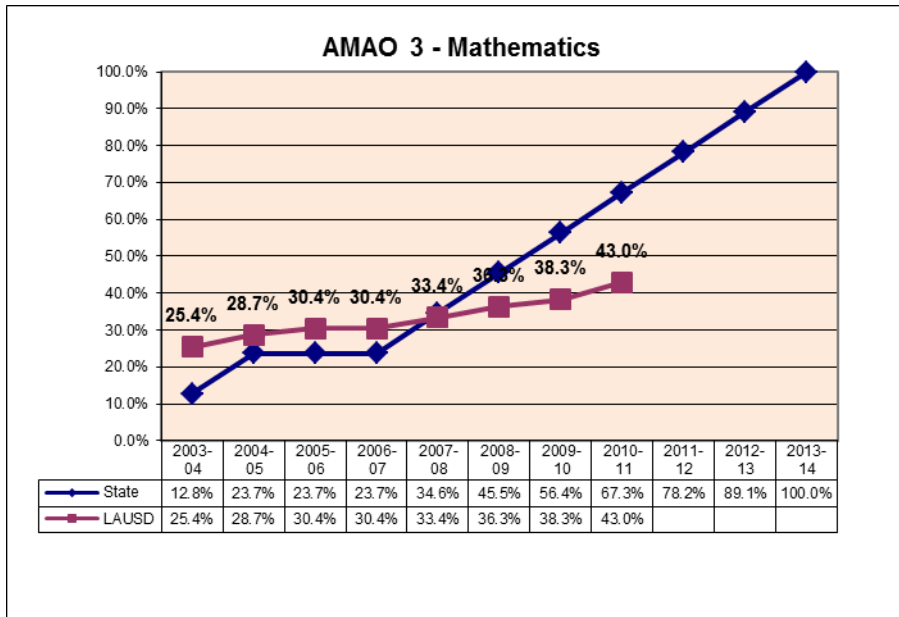


Table 11



**IV. RECLASSIFICATION RATES**

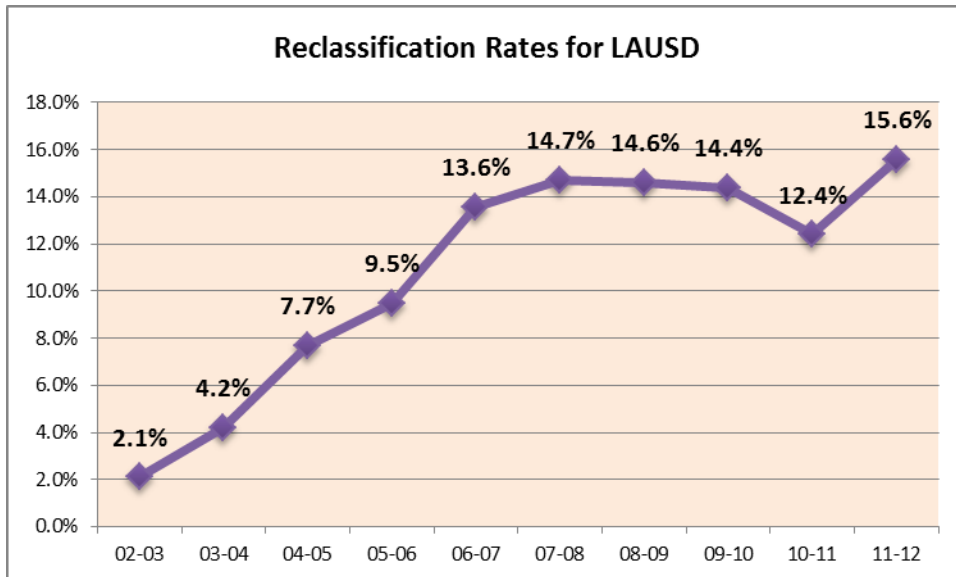
In order to be reclassified as a fluent English student, an English learner must meet four criteria:

1. Score at Early Advanced or Advanced on the overall CELDT and score Intermediate or higher in each of the four subskill areas: listening, speaking, reading, and writing,
2. Score at Basic or above on the California Standards Test (CST) in English Language Arts,
3. Attain a "C" or higher in English at the secondary level, or attain a "3" or higher in elementary,
4. Obtain parental input for reclassification.

Reclassification rates are calculated by counting the number of students who reclassified since the last language census in March 2011 to March 2012. The number of reclassified students is divided by the number of English learners from the previous school year.

**The reclassification rate for LAUSD was 15.6 as of March 2012, the highest since the use of CELDT as a criterion for reclassification beginning in 2002-03.** The District’s reclassification rate increased from 12.4 to 15.6.

Table 12



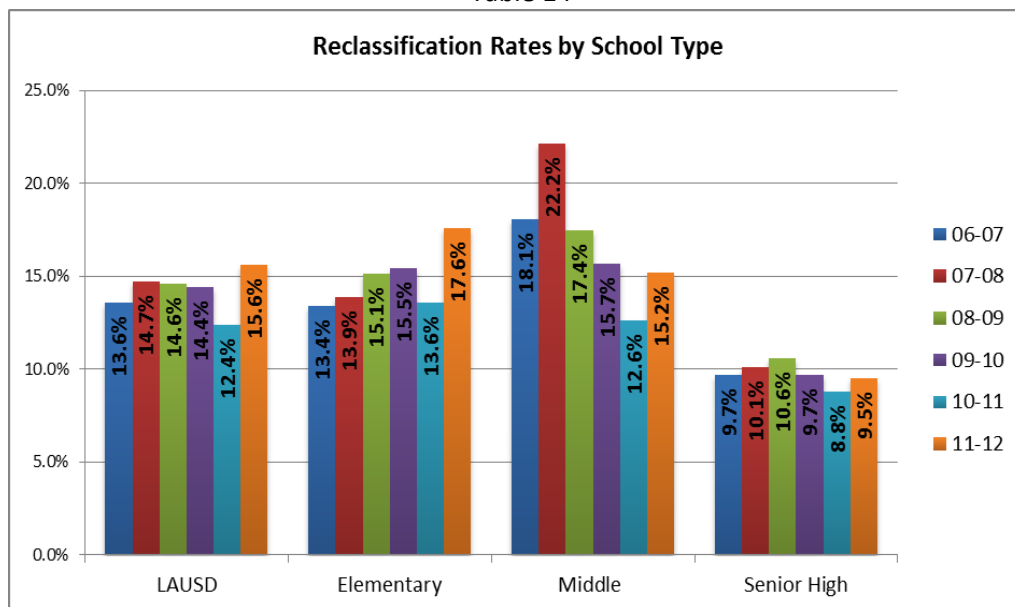
Reclassification rates increased in every local district, with the highest increase in Local District 4 by 4.5 percentage points, followed by Local District 8 with 4.1.

Table 13  
Reclassification Rates by Local District

LD	06-07	07-08	08-09	09-10	10-11	11-12	Change 10-11 to 11-12
1	14.9	17	15	16	12.9	16.7	3.8
2	14.2	15.6	15.6	14.7	13.2	17.0	3.8
3	14.8	14.9	14.5	14.8	12.8	16.2	3.4
4	14	14.7	14.2	14.3	11.3	15.8	4.5
5	12.7	14.5	13.6	15.1	13.3	16.6	3.3
6	13.9	17	17.6	16.2	14	14.2	0.2
7	11.9	11.4	14.2	13.2	10.1	13.3	3.2
8	13.2	13.5	14.4	13	14.5	18.6	4.1
S	7.6	6.7	6.5	7.4	2.3	6.4	4.1
T	12	12.3	11	10.4	9.7	10.2	0.5
LAUSD	13.6	14.7	14.6	14.4	12.4	15.6	3.2
Independent Charters	10.2	14.9	19.8	27.2	16.8	12.7	-4.1

By school level, reclassification rates increased at elementary, middle and high schools. The sharpest increase was at the elementary school level where reclassification rates rose from 13.6 to 17.6.

Table 14



\*Does not include independent charters.



Attachment A provides a list of schools with the reclassification rates by school for the school years 2006-07 to 2010-11 and AMAO results for 2011-12. If there are any questions, please call me or Grace Pang Bovy at (213) 241-2460.

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