



INTER-OFFICE CORRESPONDENCE
 Los Angeles Unified School District

INFORMATIVE
 November 8, 2013

TO: Members, Board of Education
 John E. Deasy, Superintendent

FROM: *Cynthia*
 Cynthia Lim, Executive Director
 Office of Data and Accountability

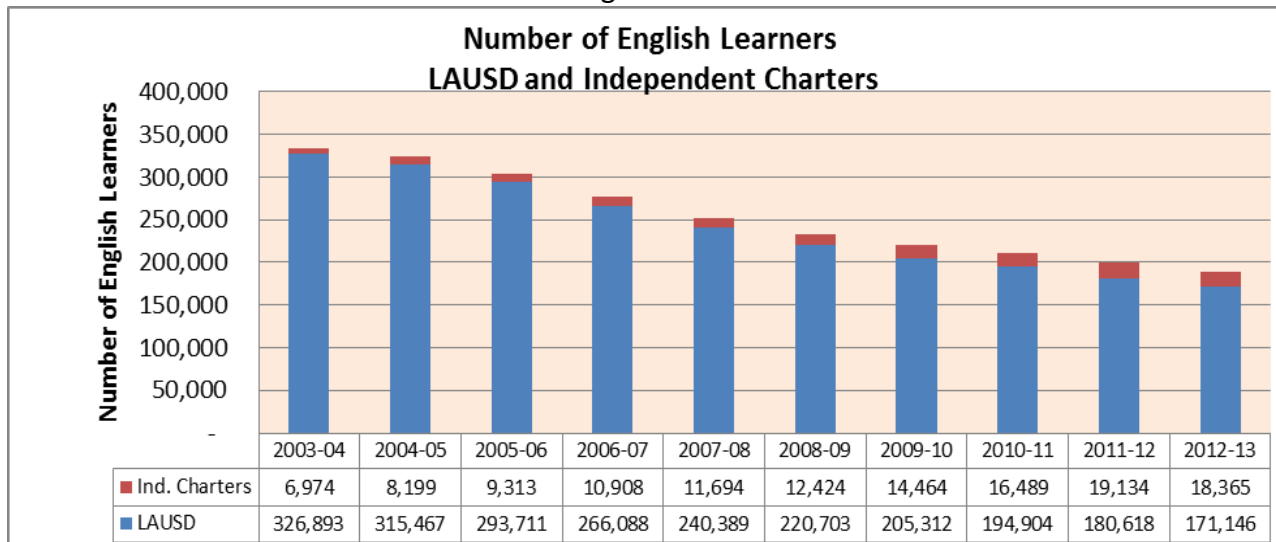
SUBJECT: 2012-13 ENGLISH LEARNER PROGRESS

This informative provides updates on the progress of English Learners (EL) in LAUSD in the 2012-13 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's) and reclassification rates.

I. ENGLISH LEARNERS IN LAUSD

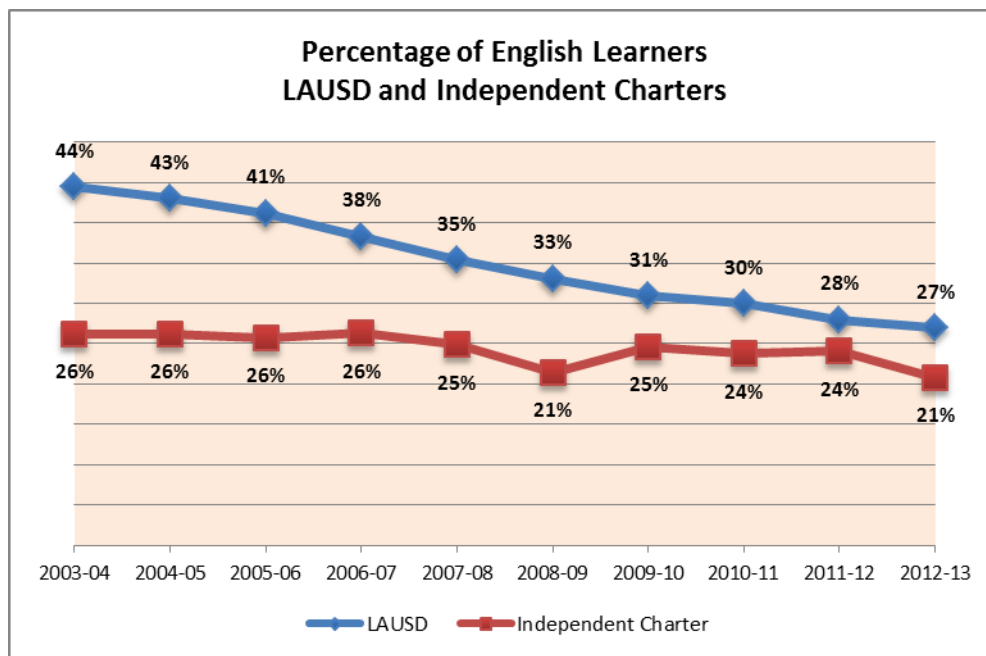
The number of English learners in LAUSD has declined from the all time high of nearly 327,000 students (43%) in 2003-04 during the peak of District enrollment to 152,781 (27%) in 2012-13. ELs represented roughly less than a third of the total student population in 2012-13. Among LAUSD schools, the decrease in the number of ELs paralleled the overall decline in District enrollment. Figure 1 shows that the number of ELs more than doubled among charter schools between 2003-04 and 2012-13. Among LAUSD schools, the number of ELs decreased by nearly one half.

Figure 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.

Figure 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 2012-13 school year, the percentage of ELs that scored at Early Advanced or Advanced increased by one percentage point, from 39% to 40%. The percentage increased among elementary grade levels from 38% to 40% and decreased by four percentage points among middle school grade levels. Among high school grade levels, the percentage remained at 38%.

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	2012-13
Elementary (K-5)	30	34	38	36	34	38	40
Middle Schools (6-8)	40	40	40	40	40	41	37
High Schools (9-12)	33	35	38	38	32	38	38
All Schools	33	35	38	37	34	39	40

*Includes independent charter schools

The percentage of ELs that scored Early Advanced or Advanced statewide decreased by one percentage point, from 42% to 41%. The decrease is reflected in most urban districts with the exception of LAUSD (including independent charters) and Fresno.

Table 4
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	2012-13	1 Year Change
California	39%	40%	37%	42%	41%	-1%
Sacramento	42%	42%	40%	43%	40%	-3%
LAUSD*	38%	37%	34%	39%	40%	1%
San Diego	36%	37%	35%	40%	40%	0%
Pasadena	36%	37%	35%	41%	38%	-3%
Pomona	40%	38%	34%	39%	37%	-2%
San Francisco	38%	39%	36%	40%	36%	-4%
Long Beach	32%	35%	34%	38%	36%	-2%
Oakland	34%	36%	34%	37%	36%	-1%
San Jose	34%	35%	30%	36%	31%	-5%
Fresno	33%	32%	28%	30%	31%	1%

*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) 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 met one of the AMAO targets, as shown in Table 5. The percent of English learners with less than five years of instruction attaining English proficiency was 26.6%, higher than the state target of 21.4%.

Table 5
AMAO Targets Met by LAUSD

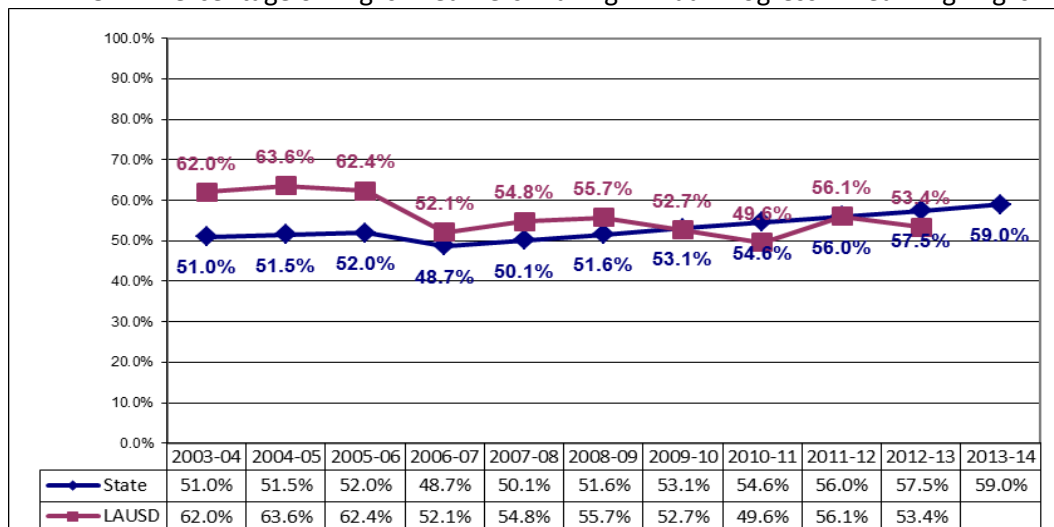
	Title III AMAOs	State Target	LAUSD	Target Met
AMAO 1	Percent of ELs Making Annual Progress in Learning English	57.5	53.4	No
AMAO 2	Percent of ELs with less than 5 years of instruction attaining the English Proficient Level	21.4	26.6	Yes
	Percent of ELs with 5 or More Years of Instruction Attaining English Proficient Level	47	34.9	No
AMAO 3	Meeting AYP Requirements for Proficiency for EL Subgroup , English Language Arts	89	38.7	No
	Meeting AYP Requirements for Proficiency for EL Subgroup, Mathematics	89.1	49.3	Yes, via Safe Harbor
	Meeting Graduation Rate Target for EL subgroup		46.6	Yes
	Meeting all AMAO 3 targets			No

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.

The statewide target for AMAO 1 in 2012-13 was 57.5%. In LAUSD, 53.4% of English learners made progress on CELDT which was short of the state target.

Figure 6
AMAO 1 – Percentage of English Learners Making Annual Progress in Learning English



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:

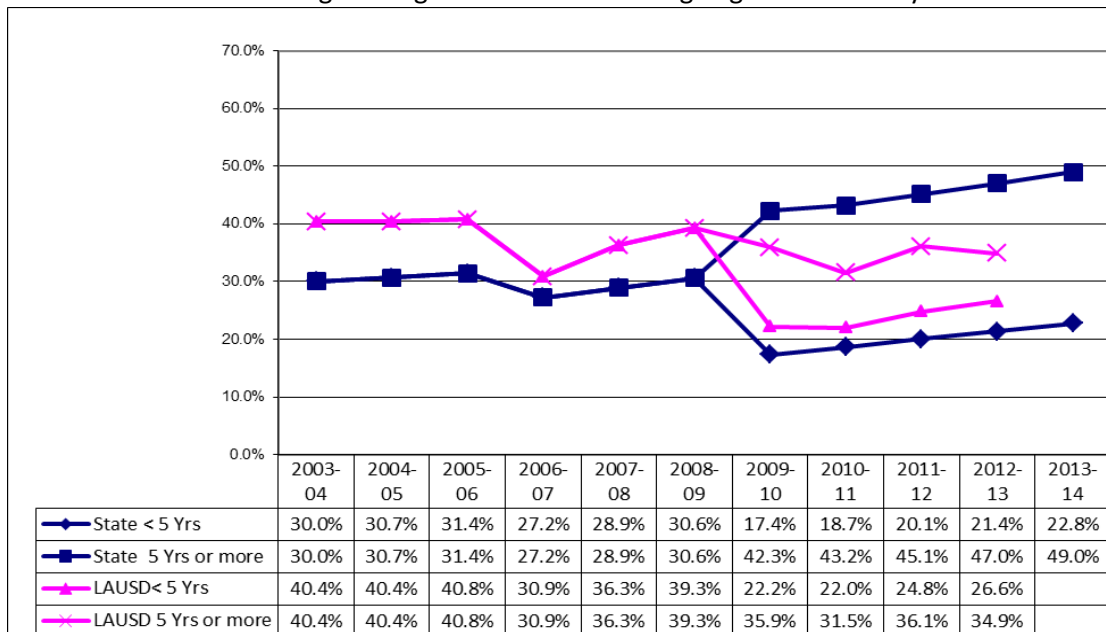
- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level scores of Intermediate or above in listening, speaking, reading and writing.
 - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
 - For grades two through twelve, 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 2012-13 was 21.4.
- English learners who have been in language instruction educational programs for five years or more. The target for CELDT proficiency for this group was 47.0 in 2012-13.

In LAUSD, 26.6% of English learners with less than five years of language instruction were proficient on CELDT, exceeding the state target of 21.4%. Among English learners with more than five years of language instruction, 34.9% met the CELDT proficiency criteria, which was below the state target of 47%.

Figure 7
AMAO 2 -- Percentage of English Learners Attaining English Proficiency on CELDT



Across other urban districts in California, none of the districts met AMAO 1 targets. LAUSD was one of five other districts that met AMAO 2 for English learners with less than five years of instruction. Sacramento met AMAO 2 for English learners with five or more years of instruction.

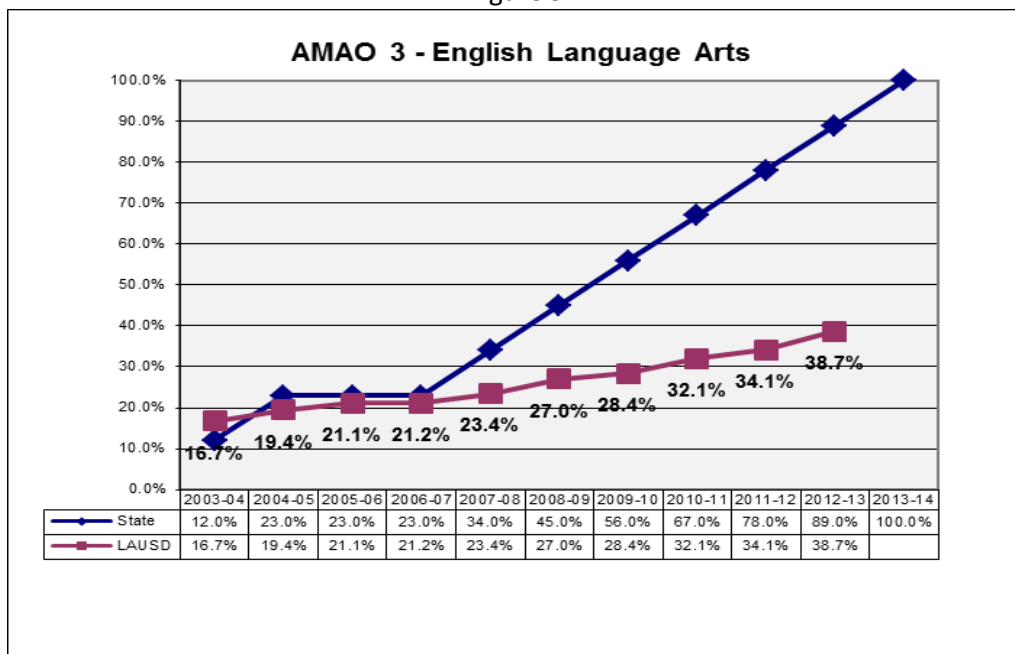
Table 8
 AMAO 1 and 2 Targets Achieved Among Urban Districts, 2012-13

	AMAO 1	Met Target?	AMAO 2 < 5 YRS	Met Target?	AMAO 2 5 OR MORE YRS	Met Target?
STATE Targets	57.5		21.4		47	
Fresno	48.8	No	19.7	No	34	No
LAUSD	53.4	No	26.6	Yes	34.9	No
Long Beach	51.9	No	20.7	No	41.4	No
Oakland	56.6	No	24.4	Yes	36.6	No
Pasadena	52.7	No	24.4	Yes	37.9	No
Pomona	50.8	No	21.4	Yes	43.7	No
Sacramento	55.3	No	20.8	No	47.5	Yes
San Bernardino	51.7	No	20.2	No	40.8	No
San Diego	56.2	No	25.5	Yes	41.4	No
San Francisco	56.5	No	24.2	Yes	40.7	No
San Jose	48.3	No	18.7	No	34.5	No
Santa Ana	53.3	No	18.8	No	41.8	No

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

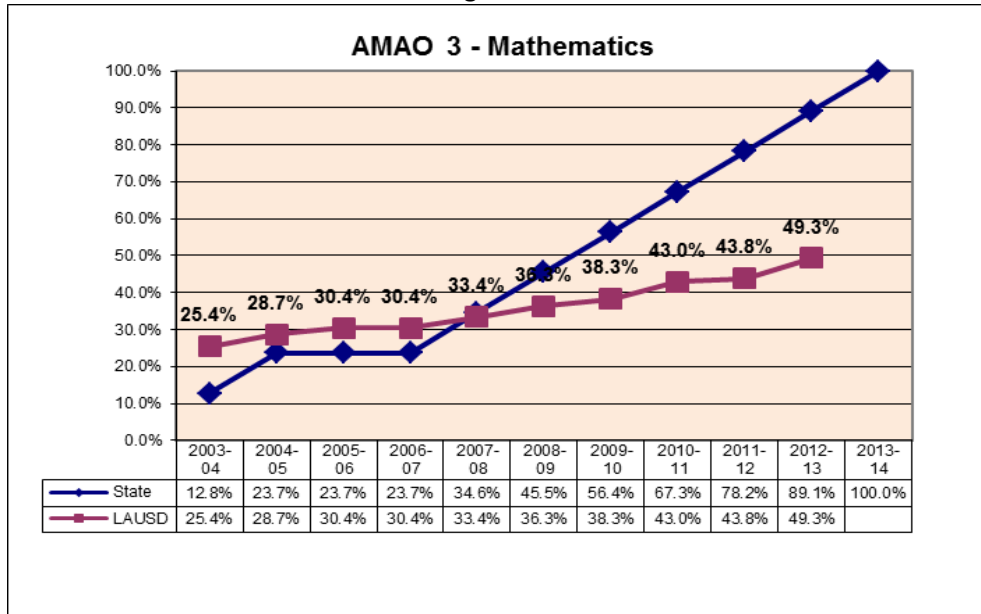
Adequate Yearly Progress for English learners is measured by proficiency on state tests for the English learner subgroup. For AYP purposes, the English learner subgroup includes reclassified English learners who have not scored proficient or above for three years. LAUSD did not meet the proficiency target for English learners in English Language Arts. Proficiency was 38.7% for English learners and was not high enough to reach the Safe Harbor target.

Figure 9



However, in Mathematics, proficiency for English learners was 49.3%, an increase from 43.8% the previous year. This increase was enough for the subgroup to meet the AYP target under the provisions of Safe Harbor.

Figure 10



IV. RECLASSIFICATION RATES

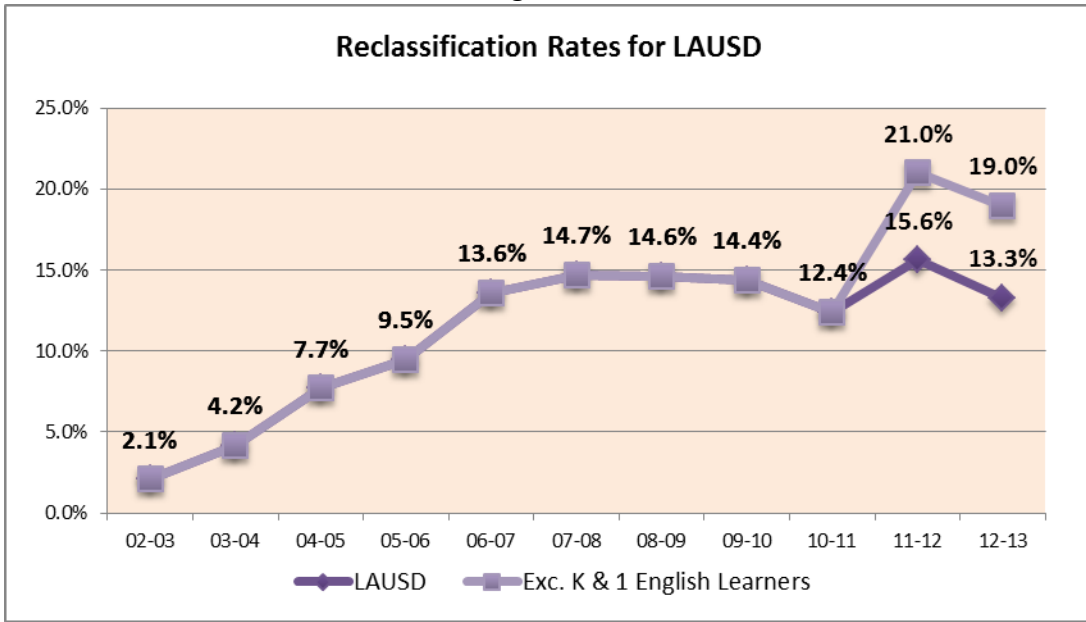
In order to be reclassified as a fluent English student, an English learner must meet four criteria:

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 2012 to March 2013. The number of reclassified students is divided by the number of English learners from the previous school year. Using this calculation, ***the reclassification rate for LAUSD decreased from 15.6 to 13.3 as of March 2013.***

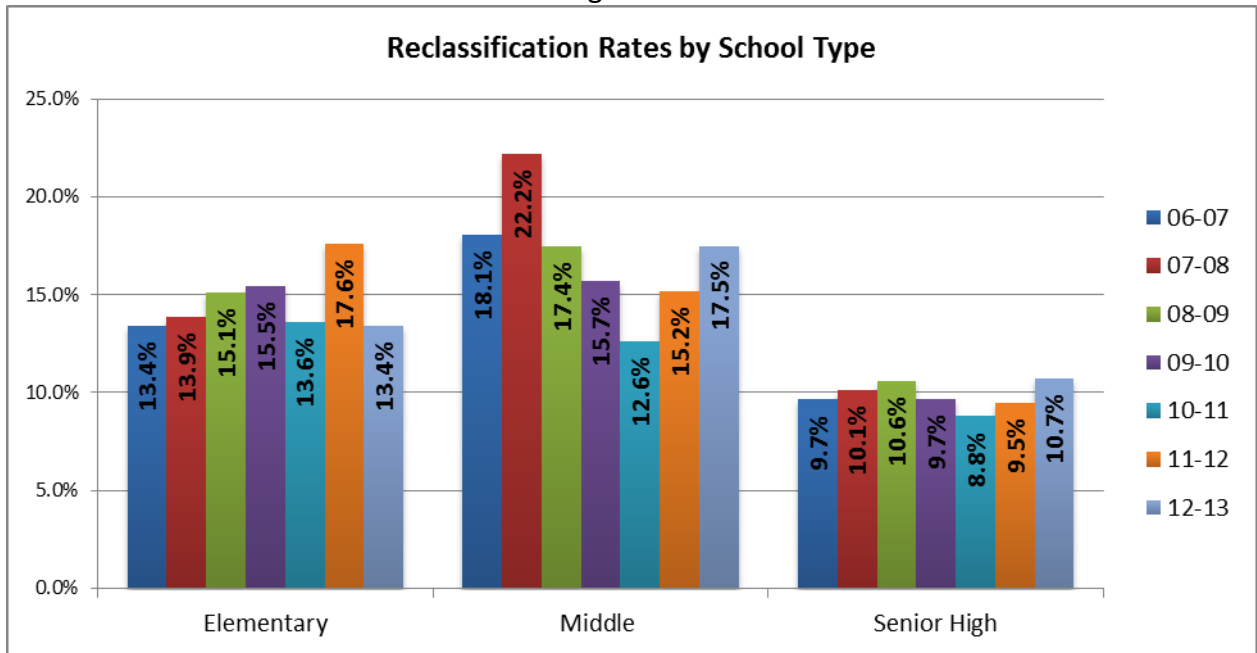
However, beginning in the 2011-12 school year, District policy changed to not reclassify students in kindergarten and first grade. The District's calculation of reclassification rates excluding the prior year kindergarten and first grade English learners yielded a higher reclassification rate of 19.0, a decrease from 21.0 from the prior year.

Figure 11



By school level, reclassification rates increased at middle and high schools and decreased among elementary schools. Reclassification rates increased by two percentage points in middle schools and by one percentage point in high schools.

Figure 12



*Does not include independent charters

Attachment A provides a list of schools with AMAO percentages and the reclassification rates by school. If there are any questions, please call me or Grace Pang Bovy at (213) 241-2460.

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