


INTER-OFFICE CORRESPONDENCE
 Los Angeles Unified School District

INFORMATIVE
May 25, 2011

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

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

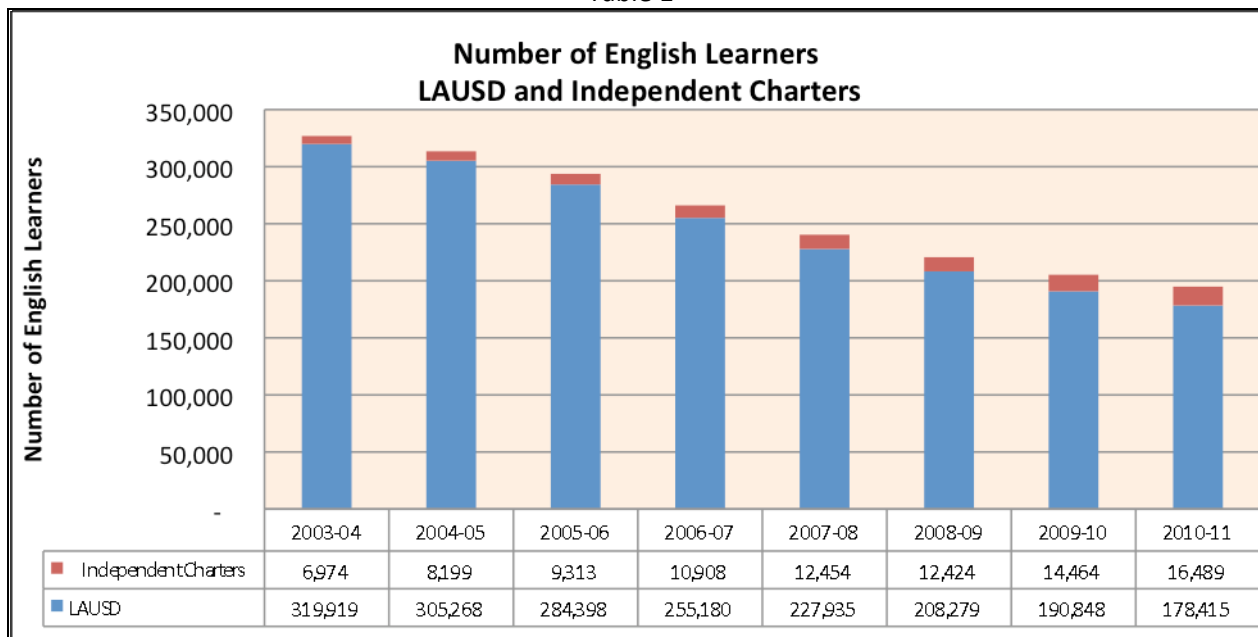
SUBJECT: 2010-11 ENGLISH LEARNER PROGRESS AND RECLASSIFICATION RATES

This informative provides information on the progress of English learners on the California English Language Development Test (CELDT) and reclassification rates of English learners.

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 less than 195,000 (29%) in 2010-11. English Learners represented roughly less than a third of the total student population in 2010-11. Among LAUSD schools, the decrease in the number of English learners paralleled the overall decline in District enrollment and the movement of English learners to independent charter schools. Table 1 displays the number of English learners by LAUSD and charter schools. The number of English learners more than doubled among charter schools between 2003-04 and 2010-11. Among LAUSD schools, the number of English learners decreased by nearly one half.

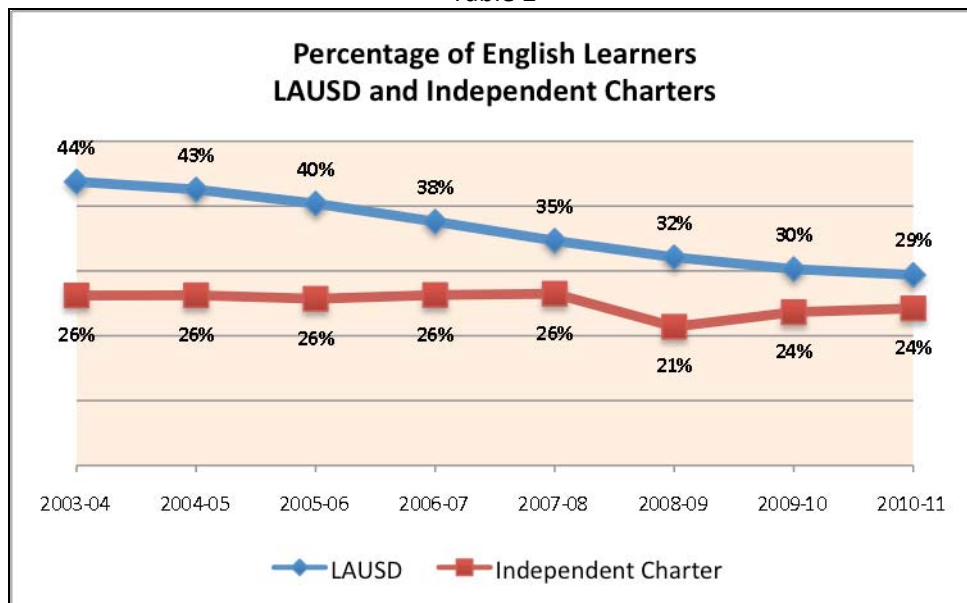
Table 1



While the percentage of English learners in LAUSD schools has steadily decreased each year, the percentage of English learners at independent charter schools held constant from 2003-04 to 2007-08, then decreased in 2008-09. Although the percentage increased to 24% in the last two years, the

percentage of English learners at independent charter schools was consistently lower than LAUSD schools.

Table 2



Performance on the California English Language Development Test (CELDT)

At the time of enrollment, students who speak another language at home other than English are assessed to determine their fluency in English. 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 English learners should receive. It is one indicator of progress for English learners. Other indicators of progress for English learners include reclassification rates, performance on the California Standards Tests (CST) and ELD portfolios. 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 2010-11 school year, the percentage of students that scored at Early Advanced or Advanced decreased from the previous year across the entire district, from 37% to 34%. The percentage decreased for elementary and senior high grade levels, and held steady at 40% at middle schools.

Table 3
Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT
Los Angeles Unified School District*

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

*Does not include independent charter schools.

When the results were disaggregated by LAUSD and charter schools, the percentage of English learners scoring Early Advanced or Advanced on CELDT was higher among independent charter schools. However, the same pattern of decrease in proficiency on CELDT was noted among charter schools in elementary and high schools. (Comparable CELDT data for charter schools was available on the California Department of Education (CDE) website for two years only.)

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	Change	2009-10	2010-11	Change
Elementary (K-5)	36	34	-2	38	37	-1
Middle Schools (6-8)	40	40	0	59	59	0
High Schools (9-12)	38	32	-6	53	48	-5
All Schools	37	34	-3	46	44	-2

When CELDT scores were examined across the state, the same trend of decreases in the percentage of students scoring Early Advanced and Advanced were apparent at the state level and across other urban districts in California. Statewide, the percentage decreased by three percentage points, similar to LAUSD. Pomona and San Jose had decreases of five percentage points 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	Change
Sacramento	42%	42%	40%	-2%
California	39%	40%	37%	-3%
San Francisco	39%	39%	36%	-3%
Pasadena	36%	37%	35%	-2%
San Diego	36%	37%	35%	-2%
Pomona	40%	38%	34%	-4%
LAUSD	38%	37%	34%	-3%
Oakland	34%	36%	34%	-2%
Long Beach	32%	35%	34%	-1%
San Jose	32%	35%	30%	-5%
Fresno	32%	32%	29%	-3%

Matched CELDT Scores

Another indicator of progress of English learners is how many students gain a level of proficiency on the CELDT each year. Using matched student level data, we are able to determine how many students increased one or more levels on the CELDT, how many remained at the same level from the previous year, and how many students decreased one or more levels from the previous year. Table 6 shows that overall, the percentage of students who increased one or more levels on the CELDT decreased from the previous year, from 43% to 41%. The percentages remained stable at middle schools and decreased slightly for elementary schools. At the senior high school level, the percentage of students increasing

levels on CELDT declined from 34% to 27%. This data was available for LAUSD schools only since we did not have access to student level CELDT data for charter schools.

Table 6
Percentage of English Learners that Changed Levels on CELDT from Previous Year*

	2007-2008	2008-2009	2009-2010	2010-2011
Elementary Schools				
% of Students - Increase 1 or more levels	54%	54%	49%	48%
% of Students - No Change	36%	35%	38%	37%
% of Students - Decreased 1 or more levels	11%	11%	14%	15%
Middle Schools				
% of Students - Increase 1 or more levels	37%	38%	36%	36%
% of Students - No Change	50%	49%	50%	50%
% of Students - Decreased 1 or more levels	14%	13%	14%	13%
Senior High Schools				
% of Students - Increase 1 or more levels	32%	35%	34%	27%
% of Students - No Change	53%	51%	52%	54%
% of Students - Decreased 1 or more levels	15%	14%	15%	19%
All Schools				
% of Students - Increase 1 or more levels	46%	47%	43%	41%
% of Students - No Change	42%	41%	43%	43%
% of Students - Decreased 1 or more levels	12%	12%	14%	15%

*Student level data not available for independent charter schools.

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.

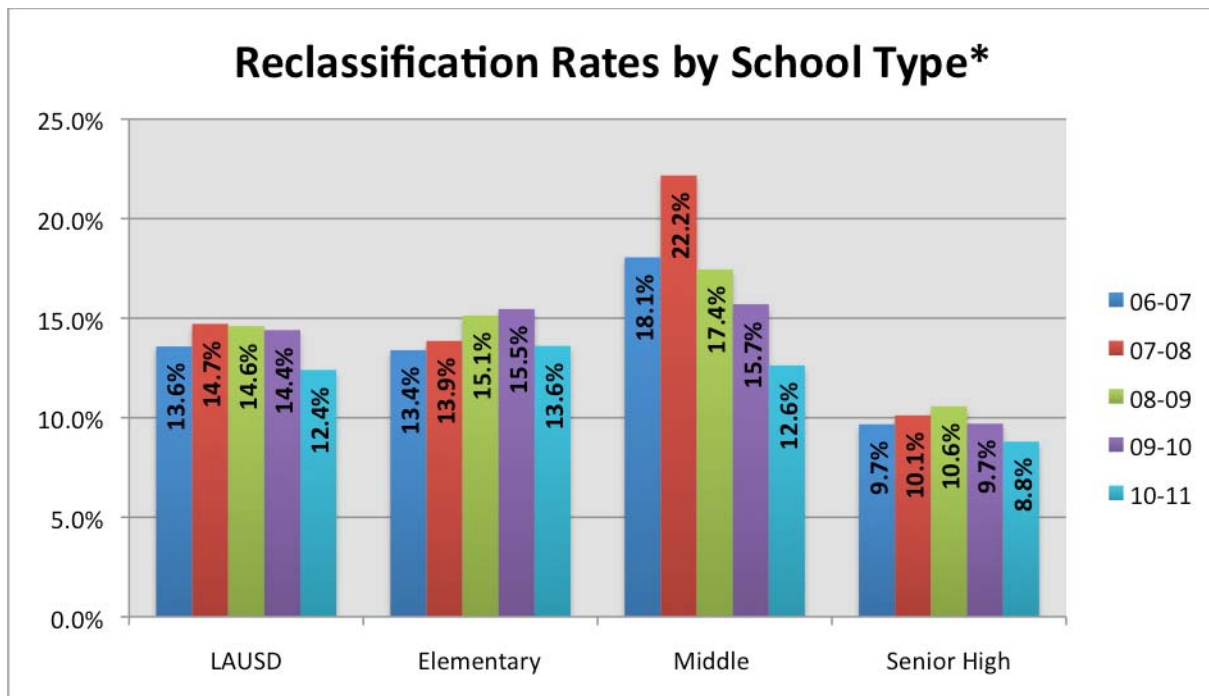
Reclassification rates are calculated by counting the number of students who reclassified since the last language census in March 2010 to March 2011. The number of reclassified students is divided by the number of English learners from the previous school year. As of the language census conducted in March 2011, the reclassification rate for the District decreased from 14.4 to 12.4. Reclassification rates decreased in every local district except for Local District 8, where the rate increased from 13 to 14.5. Reclassification rates for 2010-11 at the state level are not yet available for review.

Table 7
 Reclassification Rates by Local District

LD	06-07	07-08	08-09	09-10	10-11	Change 09-10 to 10-11
1	14.9	17	15	16	12.9	-3.1
2	14.2	15.6	15.6	14.7	13.2	-1.5
3	14.8	14.9	14.5	14.8	12.8	-2
4	14	14.7	14.2	14.3	11.3	-3
5	12.7	14.5	13.6	15.1	13.3	-1.8
6	13.9	17	17.6	16.2	14	-2.2
7	11.9	11.4	14.2	13.2	10.1	-3.1
8	13.2	13.5	14.4	13	14.5	1.5
S	7.6	6.7	6.5	7.4	2.3	-5.1
T	12	12.3	11	10.4	9.7	-0.7
LAUSD	13.6	14.7	14.6	14.4	12.4	-2
Independent Charters	10.2	14.9	19.8	27.2	16.8	-10.4

By school level, reclassification rates decreased at elementary, middle and high schools. The sharpest decline was at the middle school level where reclassification rates fell from 15.7 to 12.6.

Table 8



*Does not include independent charters.

Summary

The progress of English learners on CELDT declined in the 2010-11 school year, compared to previous years. This trend was observed statewide and among major urban districts. State Superintendent Torlakson attributed the decline to budget cuts, crowded classrooms and the shortened school year in his press release earlier this month.

Reclassification rates also decreased in LAUSD which may be a consequence of fewer students reaching proficiency on the CELDT. Additionally, the formula for reclassification rates, which counts the number of English learners from the previous school year, may have negative consequences in years of declining enrollment. For example, although the number of English learners in the 2010-11 school year declined to 178,415, the denominator for reclassification rates was the 190,848 English learners in the District in the previous school year. In years of declining enrollment, increasing reclassification rates will become more difficult since the denominator (based on previous year English learners) will include students that are no longer enrolled in LAUSD.

As we strive to improve educational outcomes for English learners, these indicators will be the topic of further analysis in performance management reviews, in conjunction with information on staffing and financial resources.

Attachment A provides a list of schools with the reclassification rates by school for the school years 2005-06 to 2010-11. If there are any questions regarding the Spring R30 Language Census, please call me or Grace Pang Bovy at (213) 241-2460.

c: Local District Superintendents
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