Surveying the Landscape of California's English Learner Reclassification Policy

Technical Appendices

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Appendix A. Survey Methods

PPIC developed the survey of district reclassification policies in consultation with EL experts and several large school districts, as well as PPIC staff. Because district reclassification policies can vary by grade level and because school districts serve different grade levels, the survey needed to be able to have somewhat complicated skip patterns. Qualtrics survey software allowed for this, and we used this software to develop and electronically distribute the survey.

The online survey was distributed via email to all local education agencies (LEAs) in existence in June 2020, Emails went first to superintendents, and nonresponding districts were emailed again, but these subsequent emails went to Title III contacts. Multiple reminders were sent to potential respondents. Recipients were encouraged to forward the survey to the district staff member with the most knowledge of reclassification policies. The survey could only be filled out once by each district.

About one week after the initial survey was emailed, we sent a reminder to each respondent who had not yet filled out the survey. We also sent personal emails to the 10 largest school districts to encourage their participation. Final reminders of the survey response deadline were sent a few days before, and then again one day before, the deadline. The survey was in the field for approximately two months.

Appendix B. Survey Instrument

☀ PPIC ENGLISH LEARNERS RECLASSIFICATION SURVEY

Introduction

Q1.1. The Public Policy Institute of California (PPIC), an independent, objective, nonpartisan research institute (www.ppic.org), has a longstanding interest in research that might help improve outcomes for English Learners.

The goal of this survey is to document current district English Learner reclassification policies. Survey responses will be summarized in a written public report available on PPIC's website and will not report individual district responses. Respondents' names will be kept confidential.

The survey will ask about reclassification policies in place for English Learner (EL) students across grade levels in your district. The majority of these questions are about policies in place for the in-person 2019–2020 school year, but we also ask about policy adjustments during the unanticipated distance learning that began in mid-March. Reclassification topics include English proficiency, English Language Arts (ELA) basic skills, teacher evaluation, and parental opinion and consultation criteria. We also ask about monitoring reclassified students and reclassifying students with special education needs.

This survey is being mailed to just one respondent in each school district, so your answers are critical to the success of the project! If you are not the person most knowledgeable about your district's reclassification policies, please forward the survey to the person who is.

Thank you for taking the time to complete this survey. The approximate time to completion is 30 minutes.

If you have any questions about the survey, please contact Laura Hill, Policy Director and Senior Fellow in K–12 Education at PPIC (hill@ppic.org)

Please tell us a few general things about your district.

Q2.1. **What is the name of your school district?**

[   ]

Q2.2. What is your approximate job title?

○ Assistant Superintendent

○ Superintendent

○ Director of Assessment

○ Director of Curriculum

○ Director of English Learner Services

○ English-Learner Coordinator/Specialist

○ Teacher on Special Assignment

○ Testing Coordinator

○ [_____] Other (please describe)

Q2.3. **Who in the district is responsible for making final reclassification decisions?**

○ Assistant Superintendent

○ Superintendent

○ Director of Assessment

○ Director of Curriculum

○ Director of English Learner Services

○ English-Learner Coordinator/Specialist

○ Testing Coordinator

○ Teacher on Special Assignment

○ [_____] Other (please describe)

Q2.4. **What grade levels are served by your district? (Please select all that apply)**

☐ Kindergarten

☐ Grade 1

☐ Grade 2

☐ Grade 3

☐ Grade 4

☐ Grade 5

☐ Grade 6

☐ Grade 7

☐ Grade 8

☐ Grade 9

☐ Grade 10

☐ Grade 11

☐ Grade 12

Q2.5. For the remainder of the survey, we will only ask about grades that your district serves grouped into the following categories:

Early Elementary (K–2)

Upper Elementary (3–5)

Intermediate Grades (6–8)

High School (9–12)

English Learner Reclassification Criteria

Q3.1.

The following sequence of questions pertains to your district's reclassification criteria as outlined by the California Department of Education:

- "Assessment of **English language proficiency** using an objective assessment instrument, including, but not limited to, the state test of ELPAC"

- "Comparison of **student performance in basic skills** against an empirically established range of performance in basic skills of English proficient students of the same age"

- "**Teacher evaluation**, including, but not limited to, a review of the student's curriculum mastery"

- "**Parent opinion and consultation**"

English Proficiency

Q4.1. The next set of questions asks about your district's criteria to assess the **English Proficiency** reclassification criterion

English Proficiency in Lower Elementary (grades K–2)

Q5.1. Is the ELPAC referenced in determining whether the English Proficiency criterion has been met for early elementary (K–2) students?

○ Yes

○ No

Q5.2. What is the relevant ELPAC cutscore/proficiency level for early elementary (K–2) students?

[   ]

Q5.3. Do you use other assessments in determining English Proficiency for lower elementary (K–2) students?

○ Yes

○ No

Q5.4. You have indicated that neither the ELPAC nor other assessments are used in determining English Proficiency for lower elementary (K–2) students. Please describe how English Proficiency is determined for these students.

[   ]

Q5.5. What other assessment(s) do you reference in determining **English Proficiency** for lower elementary (K–2) students? (Please list below)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q5.6. For the assessment(s) you just noted, are they district-required criteria in determining **English Proficiency?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q5.7. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q5.8. What is the proficiency level or cut-point score for each **English Proficiency** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

English Proficiency in Upper Elementary (grades 3–5)

Q6.1. **Do you use the same criteria for upper elementary (grades 3–5) students?**

○ Yes
○ No

Q6.2. **Is the ELPAC referenced in determining whether the English Proficiency criterion has been met for upper elementary (g3–g5) students?**

○ Yes

○ No

Q6.3. **What is the relevant ELPAC cutscore/proficiency level for upper elementary (g3–g5) students?**

[   ]

Q6.4. Do you use other assessments in determining English Proficiency for upper elementary (g3–g5) students?

○ Yes

○ No

Q6.5. **You have indicated that neither the ELPAC nor other assessments are used in determining English Proficiency for upper elementary (g3–g5) students. Please describe how English Proficiency is determined for these students.**

[   ]

Q6.6. What other assessment(s) do you reference in determining **English Proficiency** for upper elementary (g3–g5) students? (Please list below.)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q6.7. For the assessment(s) you just noted, are they district-required criteria in determining **English Proficiency?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q6.8. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q6.9. What is the proficiency level or cut-point score for each **English Proficiency** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

English Proficiency in Intermediate Grades (middle school, junior high)

Q7.1. **Do you use the same criteria to assess English Proficiency for intermediate (middle, junior high) grades as for earlier grade-spans?**

○ Yes, as 3–5 grades

○ No

Q7.2. **Is the ELPAC referenced in determining whether the English Proficiency criterion has been met for intermediate (middle, junior high) students?**

○ Yes
○ No

Q7.3. **What is the relevant ELPAC cutscore/proficiency level for intermediate (middle, junior high) students?**

[ ]

Q7.4. Do you use other assessments in determining English Proficiency for (middle, junior high) students?

○ Yes
○ No

Q7.5. **You have indicated that neither the ELPAC nor other assessments are used in determining English Proficiency for intermediate (middle, junior high) students. Please describe how English Proficiency is determined for these students.**

[ ]

Q7.6. What other assessment(s) do you reference in determining **English Proficiency** for intermediate grade (6–8) students? (Please list below.)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q7.7. For the assessment(s) you just noted, are they district-required criteria in determining **English Proficiency?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q7.8. For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q7.9. What is the proficiency level or cut-point score for each **English Proficiency** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

English Proficiency in High School (grades 9–12)

Q8.1. Do you use the same criteria to assess **English Proficiency** for high school (g9–g12) grades as for earlier grade-spans?

○ Yes, as 6–8 grades

○ No

Q8.2. Is the ELPAC referenced in determining **English Proficiency** for high school (g9–g12) students?

○ Yes

○ No

Q8.3. **What is the relevant ELPAC cutscore/proficiency level for high school (g9–g12) students?**

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Q8.4. Do you use other assessments in determining English Proficiency for high school (g9–g12) students?

○ Yes

○ No

Q8.5. **You have indicated that neither the ELPAC nor other assessments are used in determining English Proficiency for high school (g9–g12) students. Please describe how English Proficiency is determined for these students.**

<div style="border:1px solid #ccc; height:40px;"></div>

Q8.6. What other assessment(s) do you reference in determining **English Proficiency** for high school (g9–g12) students? (Please list below.)

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q8.7. For the assessment(s) you just noted, are they district-required criteria in determining **English Proficiency?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q8.8. For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q8.9. What is the proficiency level or cut-point score for each **English Proficiency** assessment you listed?

Relevant Proficiency/Score Cut-Point

» Criterion #1

» Criterion #2

» Criterion #3

» Criterion #4

ELA Basic Skills

Q9.1. The next set of questions asks about your district's criteria to assess the ELA Basic Skills reclassification criterion.

Basic Skills in Lower Elementary (K–2)

Q10.1. Are standardized assessments used in determining whether the **ELA Basic Skills** criterion has been met for lower elementary (K–2) students?

○ Yes

○ No

Q10.2. You have indicated that no assessments are used in determining ELA Basic Skills for lower elementary (K–2) students. Please describe how ELA Basic Skills are determined for these students.

Q10.3. Please indicate which assessment(s) you reference in determining **ELA Basic Skills** for lower elementary (K–2) students

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q10.4. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q10.5. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q10.6. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	_____
» Criterion #2	_____
» Criterion #3	_____
» Criterion #4	_____

Basic Skills in Upper Elementary (grades 3–5)

Q11.1. **Is the SBAC referenced in determining whether the ELA Basic Skills criterion has been met for upper elementary (g3–g5) students?**

◯ Yes

◯ No

Q11.2. **What is the relevant SBAC cutscore/proficiency level for upper elementary (g3–g5) students?**

[   ]

Q11.3. Do you use other assessments in determining whether the **ELA Basic Skills** criterion has been met for upper elementary (g3–g5) students?

◯ Yes

◯ No

Q11.4. **You have indicated that neither the SBAC nor other assessments are used in determining ELA Basic Skills for upper elementary (g3–g5) students. Please describe how ELA Basic Skills are determined for these students.**

[   ]

Q11.5. What other assessment(s) do you reference in determining **ELA Basic Skills** for upper elementary (g3–g5) students? (Please list below.)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q11.6. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q11.7. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q11.8. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

Basic Skills in Intermediate Grades (middle school, junior high)

Q12.1. **Do you use the same criteria to assess ELA Basic Skills for intermediate (middle, junior high) grades as for earlier grade-spans?**

○ Yes, as 3–5 grades

○ No

Q12.2. **Is the SBAC referenced in determining whether the ELA Basic Skills criterion has been met for intermediate (middle, junior high) students?**

○ Yes

○ No

Q12.3. **What is the relevant SBAC cutscore/proficiency level for intermediate (middle, junior high) students?**

[   ]

Q12.4. Do you use other assessments in determining **ELA Basic Skills** for intermediate (middle, junior high) students?

○ Yes

○ No

Q12.5. **You have indicated that neither the SBAC nor other assessments are used in determining ELA Basic Skills for intermediate (middle, junior high) students. Please describe how ELA Basic Skills are determined for these students.**

[   ]

Q12.6. What other assessment(s) do you reference in determining **ELA Basic Skills** for intermediate grade (6–8) students? (Please list below.)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q12.7. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q12.8. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q12.9. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	_____
» Criterion #2	_____
» Criterion #3	_____
» Criterion #4	_____

Basic Skills in High School (grades 9–10)

Q13.1. **Are standardized assessments used in determining whether the ELA Basic Skills criterion has been met for grades 9–10 students?**

◯ Yes

◯ No

Q13.2. Are 8th grade SBAC scores referenced in assessing ELA Basic Skills for 9th or 10th grade students? (Select all that apply.)

☐ Yes, for 9th graders

☐ Yes, for 10th graders

☐ No

Q13.3. You have indicated that no assessments are used in determining ELA Basic Skills for grades 9–10 students. Please describe how ELA Basic Skills are determined for these students.

[   ]

Q13.4. Please indicate which assessment(s) are referenced in determining **ELA Basic Skills** for high school (g9–g10) students.

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q13.5. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q13.6. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q13.7. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

Relevant Proficiency/Score Cut-Point

» Criterion #1

» Criterion #2

» Criterion #3

» Criterion #4

Q13.8. Are any assessments taken *prior* to 9th grade used to determine the **ELA Basic Skills** criterion for 9th/10th grade students?

◯ Yes

◯ No

Q13.9. **Please indicate which pre-9th/10th grade assessment(s) are referenced in determining ELA Basic Skills for high school (g9–g10) students**

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q13.10. What is the proficiency level or cut-point score for each pre-9th/10th grade **ELA Basic Skills** assessment you listed?

Relevant Proficiency/Score Cut-Point

» Criterion #1

» Criterion #2

» Criterion #3

» Criterion #4

Basic Skills in High School (grade 11)

Q14.1. **Is the SBAC referenced in determining whether the ELA Basic Skills criterion has been met for high school (g11) students?**

○ Yes

○ No

Q14.2. **What is the relevant SBAC cutscore/proficiency level for high school (g11) students?**

Q14.3. Do you use other assessments in determining whether the **ELA Basic Skills** criterion has been met for high school (g11) students?

○ Yes

○ No

Q14.4. **You have indicated that neither the SBAC nor other assessments are used in determining ELA Basic Skills for high school (g11) students. Please describe how ELA Basic Skills are determined for these students.**

Q14.5. What other assessment(s) do you reference in determining **ELA Basic Skills** for high school (g11) students? (Please list below)

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q14.6. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q14.7. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf")**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q14.8. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	[_____]
» Criterion #2	[_____]
» Criterion #3	[_____]
» Criterion #4	[_____]

Basic Skills in High School (grade 12)

Q15.1. **Are standardized assessments used in determining whether the ELA Basic Skills criterion has been met for grade 12 students?**

    ◯   Yes

    ◯   No

Q15.2. **Are 11th grade SBAC scores referenced in assessing ELA Basic Skills for 12th grade students?**

    ◯   Yes

    ◯   No

Q15.3. **You have indicated that no assessments are used in determining ELA Basic Skills for grade 12 students. Please describe how ELA Basic Skills are determined for these students.**

[   ]

Q15.4. Please indicate which assessment(s) are referenced in determining **ELA Basic Skills** for high school (g12) students

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q15.5. For the assessment(s) you just noted, are they district-required criteria in determining **ELA Basic Skills?**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q15.6. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q15.7. What is the proficiency level or cut-point score for each **ELA Basic Skills** assessment you listed?

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

Q15.8. Are any assessments taken *prior* to the 12th grade used to determine the **ELA Basic Skills** criterion for 12th grade students?

◯ Yes

◯ No

Q15.9. Please indicate which pre-12th grade assessment(s) are referenced in determining ELA Basic Skills for high school (g12) students.

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q15.10. What is the proficiency level or cut-point score for each pre-12th grade **ELA Basic Skills** assessment you listed?

Relevant Proficiency/Score Cut-Point

» Criterion #1

» Criterion #2

» Criterion #3

» Criterion #4

Teacher Evaluation

Q16.1. The next set of questions ask about the teacher evaluation criteria used in your district to assess EL students.

Q16.2. **How does your district solicit feedback for the teacher evaluation component of reclassification for grades K–2 students?**

	District-Required	May be considered	Not considered
Grades/marks	⭕	⭕	⭕
Formative assessments	⭕	⭕	⭕
Informal assessments	⭕	⭕	⭕
Other assessments	⭕	⭕	⭕

Q16.3. **Please describe how grades or marks are required for grades K–2 students, including any course mark minimums, and for which subjects they are needed.**

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Q16.4. Please describe which **formative** assessments are used in the teacher evaluation component for students in grades K–2, including any minimum scores or levels required.

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Q16.5. How else might your district solicit feedback for the teacher evaluation component of reclassification for grades K–2 students?

	Considered	Not considered
Participation	○	○
Projects	○	○
Teacher conference	○	○
Portfolio	○	○
Benchmarks	○	○
Rubrics	○	○
Homework	○	○

Q16.6. **Please describe in further detail any other aspects of the teacher evaluation for students in grades K–2 not covered in prior questions.**

Q16.7. Does your district use the same teacher evaluation criteria for upper elementary students (grades 3–5)?

○ Yes

○ No

Q16.8. **How does your district solicit feedback for the teacher evaluation component of reclassification for students in upper elementary (grades 3–5)?**

	District-Required	May be considered	Not considered
Grades/marks	○	○	○
Formative assessments	○	○	○
Informal assessments	○	○	○
Other assessments	○	○	○

Q16.9. **Please describe how grades or marks are incorporated for upper elementary students (grades 3–5), including any minimums, and for which subjects they are needed.**

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Q16.10. Please describe which **formative** assessments are used in the teacher evaluation component for upper elementary students (grades 3–5), including any minimum scores or levels.

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Q16.11. For upper elementary students (grades 3–5), how else might your district solicit feedback for the teacher evaluation component of reclassification?

	Considered	Not considered
Participation	○	○
Projects	○	○
Teacher conference	○	○
Portfolio	○	○
Benchmarks	○	○

Rubrics	○	○
Homework	○	○

Q16.12. **Please describe in further detail any other aspects of the teacher evaluation for upper elementary students (grades 3–5) not covered in prior questions.**

[ ]

Q16.13. Does your district use the same teacher evaluation criteria for students in intermediate (middle, junior high) schools?

○ Yes

○ No

Q16.14. **How does your district solicit feedback for the teacher evaluation component of reclassification for students in intermediate (middle, junior high) schools?**

	District-Required	May be considered	Not considered
Grades/marks	○	○	○
GPA	○	○	○
Formative assessments	○	○	○
Informal assessments	○	○	○
Other assessments	○	○	○

Q16.15. **Please describe how grades or marks are required for students in intermediate (middle, junior high) schools, including any course mark minimums, and for which subjects they are needed.**

[ ]

Q16.16. Please describe how GPA is factored in for students in intermediate (middle, junior high) schools, including any overall or subject-area minimums.

Q16.17. Please describe which **formative** assessments are used in the teacher evaluation component for intermediate (middle, junior high) schools, including any minimum scores or levels.

Q16.18. For intermediate (middle, junior high) schools, how else might your district solicit feedback for the teacher evaluation component of reclassification?

	Considered	Not considered
Participation	○	○
Projects	○	○
Teacher conference	○	○
Portfolio	○	○
Benchmarks	○	○
Rubrics	○	○
Homework	○	○

Q16.19. Please describe in further detail any other aspects of the teacher evaluation for intermediate (middle, junior high) not covered in prior questions.

Q16.20. Does your district use the same teacher evaluation criteria for students in high school?

○ Yes

○ No

Q16.21. How does your district solicit feedback for the teacher evaluation component of reclassification for students in high school?

	District-Required	May be considered	Not considered
Grades/marks	○	○	○
GPA	○	○	○
Formative assessments	○	○	○
Informal assessments	○	○	○
Other assessments	○	○	○

Q16.22. Please describe how grades or marks are required for high school students, including any course mark minimums, and for which subjects they are needed.

Q16.23. Please describe how GPA is factored in for high school students, including any overall or subject-area minimums.

Q16.24. Please describe which **formative** assessments are used in the teacher evaluation component for high school students, including any minimum scores or levels.

Q16.25. For high school students, how else might your district solicit feedback for the teacher evaluation component of reclassification?

	Considered	Not considered
Participation	◯	◯
Projects	◯	◯
Teacher conference	◯	◯
Portfolio	◯	◯
Benchmarks	◯	◯
Rubrics	◯	◯
Homework	◯	◯

Q16.26. **Please describe in further detail any other aspects of the teacher evaluation for high school students not covered in prior questions.**

Parent Consultation

Q17.1. The next questions ask about how parents are consulted regarding reclassification decisions in your district.

Q17.2. **Are student parents/guardians informed regarding reclassification decisions?**

○ Yes

○ No

Q17.3. **How are parents/guardians informed of the decision to reclassify their students? (Please check all that apply.)**

☐ Letter

☐ Phone call

☐ In-person meeting

☐ Signature

☐ [   ] Other (please describe)

Q17.4. Are parents/guardians **solicited for feedback** on student reclassification decisions?

○ Yes

○ No

Q17.5. How are parents/guardians **solicited for feedback** on the decision to reclassify their students? (Please check all that apply.)

☐ Letter

☐ Phone call

☐ In-person meeting

☐ Signature

☐ [   ] Other (please describe)

Q17.6. **Is there anything else you wish to tell us about how parents/guardians are informed/solicited on reclassification decisions?**

○ Yes (please describe)

[text box]

○ No

Special Education English Learners

Q18.1. This section asks about reclassification policies for EL students who also have a disability and an IEP.

Q18.2. **In July 2019, the CDE published "California Practitioner's Guide for Educating English Learners with Disabilities." Are you aware of it?**

○ Yes

○ No

Q18.3. **Is there any planned professional development in your district for instructors of EL students with special education needs?**

○ Yes

○ No

Q18.4. **What kind of staff will receive this professional development?**

☐ English Learner teachers

☐ Special education teachers

☐ [text box] Other teachers or staff (please describe)

Q18.5. **Does your district reclassify ELs with disabilities?**

○ Yes

○ No

Q18.6. **If an EL with disabilities cannot be assessed with all four domains of the ELPAC, are other assessments utilized to determine English proficiency?**

○ Yes

○ No

Q18.7. What alternative assessments are used to establish **English Proficiency** for ELs with disabilities? (Please list below.)

☐ [_____] Criterion #1

☐ [_____] Criterion #2

☐ [_____] Criterion #3

☐ [_____] Criterion #4

Q18.8. **For the assessment(s) you just noted, indicate whether they are district-required criteria in determining English Proficiency.**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q18.9. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q18.10. **What is the proficiency level or cut-point score for each English Proficiency assessment you listed?**

Relevant Proficiency/Score Cut-Point

» Criterion #1

» Criterion #2

» Criterion #3

» Criterion #4

Q18.11. **If unable to sit for the ELPAC or alternative assessments, how are IEP-holding ELs evaluated on English Proficiency for reclassification purposes?**

Q18.12. If an EL with disabilities cannot be assessed with the SBAC (or other **ELA Basic Skills** assessment typically used for ELs), are other assessments utilized to determine ELA Basic Skills?

○ Yes

○ No

Q18.13. What alternative assessments are used to establish **ELA Basic Skills** for ELs with disabilities? (Please list below.)

☐ [   ] Criterion #1

☐ [   ] Criterion #2

☐ [   ] Criterion #3

☐ [   ] Criterion #4

Q18.14. **For the assessment(s) you just noted, indicate whether they are district-required criteria in determining ELA Basic Skills**

	Yes (District-Required)	No (**Not** District-Required)
» Criterion #1	○	○
» Criterion #2	○	○
» Criterion #3	○	○
» Criterion #4	○	○

Q18.15. **For the assessment(s) you just noted, indicate whether they were created within the district or if they were purchased from a publisher or otherwise created externally (i.e., "off the shelf").**

	Created In-District	Created Externally
» Criterion #1	◯	◯
» Criterion #2	◯	◯
» Criterion #3	◯	◯
» Criterion #4	◯	◯

Q18.16. **What is the proficiency level or cut-point score for each ELA Basic Skills assessment you listed?**

	Relevant Proficiency/Score Cut-Point
» Criterion #1	☐
» Criterion #2	☐
» Criterion #3	☐
» Criterion #4	☐

Q18.17. **If unable to sit for the SBAC or alternative assessments, how are IEP-holding ELs evaluated on ELA Basic Skills for reclassification purposes?**

[   ]

Monitoring of reclassified English learners

Q19.1. The following questions will center on monitoring practices for English learners reclassified as English Proficient (RFEPs).

Q19.2. Who in the district is responsible for implementing the initial reclassification decisions?

☐ Superintendent
☐ Assistant Superintendent
☐ Director of English Learner Services
☐ Director of Curriculum
☐ Director of Assessment
☐ Testing Coordinator

☐ English-Learner Coordinator/Specialist

☐ Teacher on Special Assignment

☐ [_____] Other (please describe)

Q19.3. **Is the academic performance/experience of former English learners monitored subsequent to their reclassification as English proficient?**

○ Yes

○ No

Q19.4. **For how many years after reclassification are former English learners monitored?**

○ 1 year

○ 2 years

○ 3 years

○ 4 years

○ 5+ years

Q19.5. **Who is responsible for the monitoring of former English learners? (Select all that apply)**

☐ Teachers

☐ School Administrators

☐ District Administrators

☐ [_____] Other (please describe)

Q19.6. **Does monitoring take place at the school level or the district level?**

○ Monitored by district administrators

○ Monitored by school administrators, staff, teachers

○ Both

Q19.7. **What does your district monitor for RFEP students? (Select all that apply.)**

☐ Test scores

☐ Course marks

☐ [   ] Course enrollment (please describe)

☐ [   ] Other (please describe)

Q19.8. **For which tests are scores tracked for former English learners? (Please write in all that apply.)**

☐ [   ] Assessment #1 (please write in)

☐ [   ] Assessment #2 (please write in)

☐ [   ] Assessment #3 (please write in)

☐ [   ] Assessment #4 (please write in)

☐ [   ] Assessment #5 (please write in)

Q19.9. **Which course grades are tracked for former English learners? (Please select all that apply.)**

☐ English

☐ Math

☐ Science

☐ History/Social Science

☐ World Language

☐ Other (please write in)

Q19.10. **Which (if any) of these other measures of academic experience/performance are tracked for former English learners?**

☐ Attendance

☐ Participation in Advanced Placement or Honors courses

☐ Sports or other extracurricular participation

☐ Other (please write in)

Q19.11. If a teacher has a reclassified student in their classroom, will they know?

◯ Yes

◯ No

Q19.12. How are teachers informed of the former English learner status of current students, and when does this occur? (Please describe below.)

[   ]

Q19.13. When notified of any of their students' former English learner status, what monitoring information is shared with teachers? (Please select all that apply.)

☐ Past test/assessment scores

☐ Past course grades

☐ Reclassification date

☐ Attendance history

☐ Extracurricular history

☐ Other (please describe)

Q19.14. Upon reclassification, what changes occur in a former English learner's schedule? (Please select all that apply.)

☐ Total cessation of English learner supports

☐ Partial cessation of English learner supports

☐ Complete class schedule 'mainstreaming'

☐ Partial class schedule 'mainstreaming'

☐ Other (please describe)

Q19.15. What sort of indicator would suggest an RFEP student is not succeeding during the monitoring period?

Q19.16. If an RFEP student is not succeeding during the monitoring period, what occurs?

Q19.17. Are any of the following services provided to struggling RFEP students? (Select all that apply)

☐ Integrated/Designated ELD

☐ Reading intervention

☐ Language intervention

☐ Other (please describe)

Q19.18. Has your district adopted the 'EL Roadmap Policy' locally?

○ Yes

○ No

Q19.19. In your view, what would make reclassification policy better?

Charter Reclassification

Q20.1. Does the district contain any authorized charters?

○ Yes
○ No
○ Unknown

Q20.2. Do these authorized charters use the same reclassification policies you just described in this survey?

○ Yes
○ No
○ Unknown

Reclassification in the Era of Remote Learning

Q21.1. **The next questions ask about how reclassification decisions will be made during the district's period of remote learning.**

Q21.2. For which grades (if any) was your school district able to administer the ELPAC prior to COVID-19–related campus closures? (Select all that apply.)

☐ Kingerdarten

☐ 1st Grade

☐ 2nd Grade

☐ 3rd Grade

☐ 4th Grade

☐ 5th Grade

☐ 6th Grade

☐ 7th Grade

☐ 8th Grade

☐ 9th Grade

☐ 10th Grade

☐ 11th Grade

☐ 12th Grade

☐ (It was not possible to administer the ELPAC to any grade)

(Remote Learning) English Proficiency in Lower Elementary (K–2)

Q22.1. **How will your district evaluate English proficiency of lower elementary (K–2) ELs in the 2019–20 school year in the absence of the ELPAC? (Check all that apply.)**

☐ Reference 2018–19 ELPAC

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

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Q22.2. **What cut-score on the 2018–19 ELPAC will be used to determine English proficiency?**

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Q22.3. Which alternate assessments will be referenced? (Please list all.)

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(Remote Learning) English Proficiency in Upper Elementary (grades 3–5)

Q23.1. Will your district follow the same approach for **upper elementary (g3–g5)** students?

◯ Yes
◯ No

Q23.2. How will your district evaluate English proficiency of **upper elementary (grades 3–5)** ELs in the 2019–20 school year in the absence of the ELPAC? (Check all that apply.)

☐ Reference 2018–19 ELPAC

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

Q23.3. **What cut-score on the 2018–19 ELPAC will be used to determine English proficiency?**

Q23.4. Which alternate assessments will be referenced? (Please list all.)

(Remote Learning) English Proficiency in Intermediate Grades (middle school)

Q24.1. Will your district follow the same approach for **intermediate (middle, junior high)** students as for earlier grade-spans?

☐ Yes, as K–2

☐ Yes, as g3–g5

☐ No

Q24.2. How will your district evaluate English proficiency of **intermediate grade (middle school)** ELs in the 2019–20 school year in the absence of the ELPAC? (Check all that apply.)

☐ Reference 2018–19 ELPAC

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

Q24.3. **What cut-score on the 2018–19 ELPAC will be used to determine English proficiency?**

Q24.4. Which alternate assessments will be referenced? (Please list all.)

(Remote Learning) English Proficiency in High School (grades 9–12)

Q25.1. Will your district follow the same approach for **high school (g9–g12)** students as for earlier grade-spans?

☐ Yes, as K–2

☐ Yes, as g3–g5

☐ Yes, as g6–g8

☐ No

Q25.2. How will your district evaluate English proficiency of **high school (grades 9–12)** ELs in the 2019–20 school year in the absence of the ELPAC? (Check all that apply.)

☐ Reference 2018-19 ELPAC

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

```

```

Q25.3. What cut-score on the 2018–19 ELPAC will be used to determine English proficiency?

```

```

Q25.4. Which alternate assessments will be referenced? (Please list all.)

```

```

(Remote Learning) Basic Skills in Lower Elementary (K–2)

Q26.1. Will the district use the same standardized assessment(s) as usual in evaluating ELA basic skills for **lower elementary (K–2)** students?

○ Yes
○ No

Q26.2. How will your district alter its assessment of ELA basic skills for **lower elementary (K–2)** students? (Check all that apply.)

☐ Reference earlier results of usual standardized assessment(s)

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

```

```

Q26.3. **Will the relevant cutpoints of these 'usual' assessments stay the same?**

○ Yes

○ No (please describe)

```

```

Q26.4. **What alternate assessment(s) will be referenced and what cutscore(s) will be used?**

(Remote Learning) Basic Skills in Upper Elementary (grades 3–5)

Q27.1. Will the district use the same standardized assessment(s) as usual in evaluating ELA basic skills for **upper elementary (grades 3–5)** students?

○ Yes
○ No

Q27.2. Will the district use last year's SBAC assessment in evaluating ELA basic skills for **upper elementary (grades 3–5)** students?

○ Yes
○ No

Q27.3. How will your district alter its assessment of ELA basic skills for **upper elementary (grades 3–5)** students? (Check all that apply.)

☐ Reference earlier results of usual standardized assessment(s)

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

___

Q27.4. **Will the relevant cutpoints of these 'usual' assessments stay the same?**

○ Yes
○ No (please describe)

___

Q27.5. **What alternate assessment(s) will be referenced and what cutscore(s) will be used?**

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(Remote Learning) Basic Skills in Intermediate Grades (middle school)

Q28.1. Will your district follow the same approach for **intermediate grade (middle school)** students as for earlier grade-spans?

○ Yes, as g3–g5

○ No

Q28.2. Will the district use the same standardized assessment(s) as usual in evaluating ELA basic skills for **intermediate grade (middle school)** students?

○ Yes
○ No

Q28.3. Will the district use last year's SBAC assessment in evaluating ELA basic skills for **intermediate grade (middle school)** students?

○ Yes
○ No

Q28.4. How will your district alter its assessment of ELA basic skills for **intermediate grades (middle school)** students? (Check all that apply.)

☐ Reference earlier results of usual standardized assessment(s)

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

[ ]

Q28.5. **Will the relevant cutpoints of these 'usual' assessments stay the same?**

○ Yes
○ No (please describe)

[ ]

Q28.6. **What alternate assessment(s) will be referenced and what cutscore(s) will be used?**

(Remote Learning) Basic Skills in High School (grades 9–12)

Q29.1. Will your district follow the same approach for **high school (g9–g12)** students as for earlier grade-spans?

☐ Yes, as g3–g5

☐ Yes, as g6–g8

☐ No

Q29.2. Will the district use the same standardized assessment(s) as usual in evaluating ELA basic skills for **high school (grades 9–12)** students?

○ Yes
○ No

Q29.3. How will your district alter its assessment of ELA basic skills for **high school (grades 9–12)** students? (Check all that apply.)

☐ Reference earlier results of usual standardized assessment(s)

☐ Reference alternate standardized assessment(s)

☐ Currently unknown

☐ Other (please describe)

```



```

Q29.4. **Will the relevant cutpoints of these 'usual' assessments stay the same?**

○ Yes

○ No (please describe)

```



```

Q29.5. **What alternate assessment(s) will be referenced and what cutscore(s) will be used?**

```

```

(Remote Learning) Teacher Evaluations & Parental Consultation

Q30.1. Will the district make changes to how teacher recommendations for reclassification are considered during distance learning?

○ Yes (please describe)

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○ No

Q30.2. **Will the district make changes to how parental consultation on reclassification occurs during distance learning?**

◯ Yes (please describe)

[text box]

◯ No

End of Survey

Q31.1.

You are finished with the survey! Please use this as a final opportunity to adjust any of your previous answers (upon completing this question you will be unable to make further changes).

Are you ready to exit the survey?

◯ Yes

Appendix C. Supplemental Tables

TABLE C1
Logistic Regression to predict survey response

Independent Variables	Coef.	Std. Err.
Elementary/Middle District	-0.54383	.2878364
Unified District	-0.38894	.2685729
Percent. EL	-0.24999	.8193915
Percent. FRPM-eligible	-0.84855	.4841103
Enrollment	1.04e-06	3.12e-06
Percent. Asian	3.772008	1.494118
Percent. Latino	1.755077	1.113311
Percent. White	-.315472	1.23358
Percent. Black	1.587637	1.83352
Constant	-1.29641	1.108937

SOURCE: CDE Dataquest, 2018–19
NOTE: All School districts (n=1020)

TABLE C2
Job titles of survey respondents

Title	Percent
Superintendent/Assistant Superintendent	28%
English Learner Coordinator/Specialist	26%
Director of EL Services	14%
Director of Curriculum	9%
Principal / Assistant Principal	3%
Director of Assessment	3%
Categorical / Federal Programs	3%
Teacher on Special Assignment	3%
Testing Coordinator	2%
Other	9%
TOTAL	100%

SOURCE: PPIC 2020 Survey of School District Reclassification Policies
NOTE: Survey Responses Weighted As Described in Table 1

TABLE C3
Teachers consider a variety of other factors during reclassification

	K–2	3–5	6–8	9–12
Participation	69.6	70.0	70.1	69.2
Projects	58.7	59.4	60.4	62.0
Conferences	72.1	72.6	73.0	73.3
Portfolio	56.5	56.5	57.8	64.2
Benchmarks	88.5	89.0	89.1	87.2
Rubrics	78.5	79.5	79.4	80.9
Homework	36.6	37.0	39.2	41.0

SOURCE: PPIC 2020 Survey of School District Reclassification Policies.

NOTE: The districts responding to our survey are a fairly close match to the state's 1000-plus school districts. To improve the match, we weight survey responses by predicting the probability of being a respondent district based on district type, enrollment, percent EL, percent receiving free/ reduced-price meals, and race/ethnicity. We then weight responses by the inverse of these predicted probabilities, scaling up responses from districts that were underrepresented and scaling down districts that were overrepresented, based on these characteristics. Predicted probabilities are reported in Technical Appendix Table C1.

TABLE C4
Cut scores required on SBAC, among districts that use SBAC assessment for Basic Skills criteria

Grade-Span	Far Below (<=1)	Below (1+, <2)	Nearly Met (2)	Nearly Met+ (2+, >3)	Met (3)	Exceeded (4)	Grade level average	N/A	Total
3–5	0.0	2.1	26.1	9.9	48.3	3.2	2.6	7.8	**100**
6–8	0.5	2.0	25.2	8.6	49.6	3.2	3.6	7.4	**100**
9–10	1.0	2.1	30.2	8.6	42.2	3.0	2.0	10.8	**100**
11	3.5	0.9	31.2	9.8	45.5	4.2	4.0	0.9	**100**
12	3.9	1.0	27.5	7.9	43.1	4.7	1.1	10.8	**100**

SOURCE: PPIC 2020 Survey of School District Reclassification Policies.

NOTE: The districts responding to our survey are a fairly close match to the state's 1000-plus school districts. To improve the match, we weight survey responses by predicting the probability of being a respondent district based on district type, enrollment, percent EL, percent receiving free/ reduced-price meals, and race/ethnicity. We then weight responses by the inverse of these predicted probabilities, scaling up responses from districts that were underrepresented and scaling down districts that were overrepresented, based on these characteristics. Predicted probabilities are reported in Technical Appendix Table C1.