



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Individualized Reclassification

Reclassifying English Language Learners with Disabilities

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Presented to CAC by:

Anne Zarnowiecki, Network Administrator

www.ousd.org



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ENGLISH LANGUAGE LEARNERS (ELLs)

Designated by Home Language
Survey (upon entering district)

Leveled by CELDT/ELPAC

Student then receives
integrated English Language
Development (ELD)

ELLs in OUSD- 10,905 (29%)

ELLs with IEPs-
~1700

Reclassified students-
6,292 (17%)

Individualized Reclassified- 1

BIG PICTURE

Why is Reclassification Important?

- ELLs with the language proficiency needed to reclassify by 5th grade (or 6 years in US schools) have better long-term academic outcomes. *ELLs with disabilities may move more slowly through English Language Development*
- Conversely, students not reclassified within six years (Long-term ELLs) are **disproportionately at risk** on all academic measures including SRI, A-G completion and graduation rates.

SITE LEVEL

Why is
Individualized
Reclassification
Important?

- Student access to wider variety of classes in Middle/High (ex. electives)
- Equity issue
- Access to reclassification process that takes disability into account

English Language Learners with Disabilities

STANDARD

- CELDT/ELPAC – 4 or 5 overall, no lower than 3 on any subtest
- SRI Cut Points
- Teacher Recommendation
(approaches/meets all ELA standards)
- Parent communication

INDIVIDUALIZED

- CELDT/ELPAC- Score of 3 overall OR informal assessments that show language proficiency
- Other Assessments that show not more than 1 year behind
OR
child is working commensurate to his ability level
- Teacher Recommendation
- Parent Communication/IEP meeting

English Language Learners with Disabilities

STANDARD

- EL Ambassador
- IEP team not involved
- [Standard Reclassification Overview](#)

INDIVIDUALIZED

- Case Manager
- IEP Team decision to refer
- [Reclassification Overview for Dual Identified Students](#)
[Individualized Reclassification Form- Public](#)

How to decide whether to reclassify?

- **ELPAC domains**
- **Newcomer status**
- **Student age/grade**
- **Consider impact of disability**
- **Need of ELD services**

How can parents
best advocate?

- Know your child's ELPAC score
- Discuss reclassification at Annual IEP
- Share information about child's language profile
- Ask how school is addressing lower ELPAC areas