



SFUSD MULTILINGUAL LEARNER PROGRESS MONITORING GUIDELINES

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Understanding Multilingual Learner Typologies

We recognize that there is no single ML profile and no one-size-fits-all approach that works for all MLs, programs, curricula, and instruction. Our schools must be responsive to the different ML students' needs, identities and experiences through the implementation of assets-based instructional programs. To help us understand who our multilingual learners are, we have identified several different ML Typologies.

- **ML 0-3 years** are enrolled in the ML program for 3 years or less, and born in the US.
- **ML 0-3 years (Newcomers)** are enrolled in the ML program for 0-3 years, and born outside of the US. These students' educational needs are different from those of other MLs. For example, they may need basic English language literacy support and curriculum that introduces them to life in the United States.
- **ML 4-5 years Potential Long Term ML (PLTMs)** are ML students in 3rd through 12th grade who have been in the ML program for 4 or 5 years, and have not met the proficiency benchmarks on the Summative ELPAC and Smarter Balanced ELA.
- **ML 4+ years (On Track)** are ML students who have been in the ML program for four or more years who have met proficiency benchmarks on state assessments and have maintained or improved ELP
- **Long-Term English Learners (LTMs)** are ML students in 6th through 12th grade who have completed 6 full years in U.S. Schools* without meeting the criteria for reclassification. (*to ensure accurate data, we use LEP date in lieu of US School Entry Date)
- **Students with Limited or Interrupted Formal Education (SLIFE)** SLIFE are English learners who (1) have not had the opportunity to participate in formal education previously or have experienced significant time periods when they were unable to attend school, (2) are at least two grade levels below their peers in subject area knowledge, (3) have low or no literacy and numeracy skills, and (4) are, with some exceptions, members of collectivistic cultures (Rothstein-Fisch, Trumball, & Garcia, 2009). SFUSD does not currently collect data or have uniform process for identifying students with interrupted education.

Understanding English Language Acquisition

The general research consensus is that it takes an individual 4-7 years to develop to the advanced stage of academic language proficiency in a second language for people who have first language literacy skills. If a person does not have first language literacy skills, it may take seven to ten years. Research suggests that English learners in bilingual programs take longer, on average, to attain English proficiency. However, if we consistently monitor their progress and provide the academic support and interventions needed, they are ultimately more likely to be reclassified and will have stronger academic outcomes. (See references at the end of this document) SFUSD maintains a universal expectation of progress towards English proficiency, but recognizes that progress is not linear for many students and a diversity of variables impact the pace of language development.

Regardless of proficiency level, English learners should have access to grade-level content through intentional use of scaffolds, primary language supports, and other strategies that differentiate instruction in order to make content accessible. English learners are held to the same expectations of achievement as their non-ML English speaking and bilingual peers and as such grade expectations are a 2.5 or higher on standards-based report cards or a C or higher in grades 6-12.

English Learner Progress Expectations						
Years enrolled in U.S. Schools	1 (2-12 months) ML	2 (13-24 months) ML	3 (25-37 months) ML	4 (38-50 months) PLTML	5 (51-62 months) PLTML or RFEP	6 (63+ months) LTML or RFEP
ELPAC Levels based on ML Performance Indicator	1	low 2	high 2	low 3	high 3	4
Express (formative)	Beginning 1	Early Intermediate 2	Intermediate 3	High Intermediate 3	Early Advanced 4	Advanced 5
QIA, IPT, or ADEPT (formative)	Early Emerging	Emerging	Early Expanding	Expanding	Early Bridging	Bridging
Academic Achievement						
F&P or RI Reading Score	Well below benchmark	Below benchmark	Below benchmark	Benchmark	Benchmark	Benchmark/above benchmark
Star Reading (English)	1 - Not Yet Approaching Expectations	1 - Not Yet Approaching Expectations	2-Approaching Expectations	2-Approaching Expectations	3- Meeting expectations	3-Meeting expectations
SBAC ELA (beginning in 3rd grade)	NA	Standard not met	Standard not met	Standard nearly met	Standard met	Standard met

Understanding How SFUSD Measures ML Progress

In SFUSD, we consider overall progress towards a goal of 4 on the ELPAC based on the six levels defined by the [English learner Performance Indicator \(ELPI\)](#) on the California Dashboard. ML students take the ELPAC annually to measure their progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels (based off of students' [scale scores](#)) to demonstrate student progress towards English language proficiency. To show progress toward English language proficiency, ML students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next. Students' ELPI level and whether or not they have shown growth in two years of ELPAC scores are identified on the [ML Progress Monitoring Report 2023](#) in Illuminate.

Twice a year, we confer with students and families about their progress during parent-teacher conferences in grades K-8. This is an opportunity to reflect on the overall and annual progress students are making towards English language proficiency. In reviewing this report, please consider the guiding questions below:

Guiding Questions	Where to find the answer(s)
1. How long has the student been learning English?	See Years ML field of the ML Progress Monitoring Report.
2. Based on the years ML, what should the universal target level be for this student on the English learner progress indicator?	Review the chart above.
3. Is the student at risk of becoming a long term Multilingual learner (PTML) or are they a long term ML?	Review the typology field on the ML Progress Monitoring Report.
4. Does the student have an IEP? If so, what are the student's language goals?	Review the student's IEP.
5. Did the student make growth on the ELPAC from 2021 to 2022?	Review the Annual Growth field on the ML Progress Monitoring Report.
6. Based on the combination of variables, is the ML student making adequate progress or are more supports and interventions needed?	Review the MTSS supports described below.

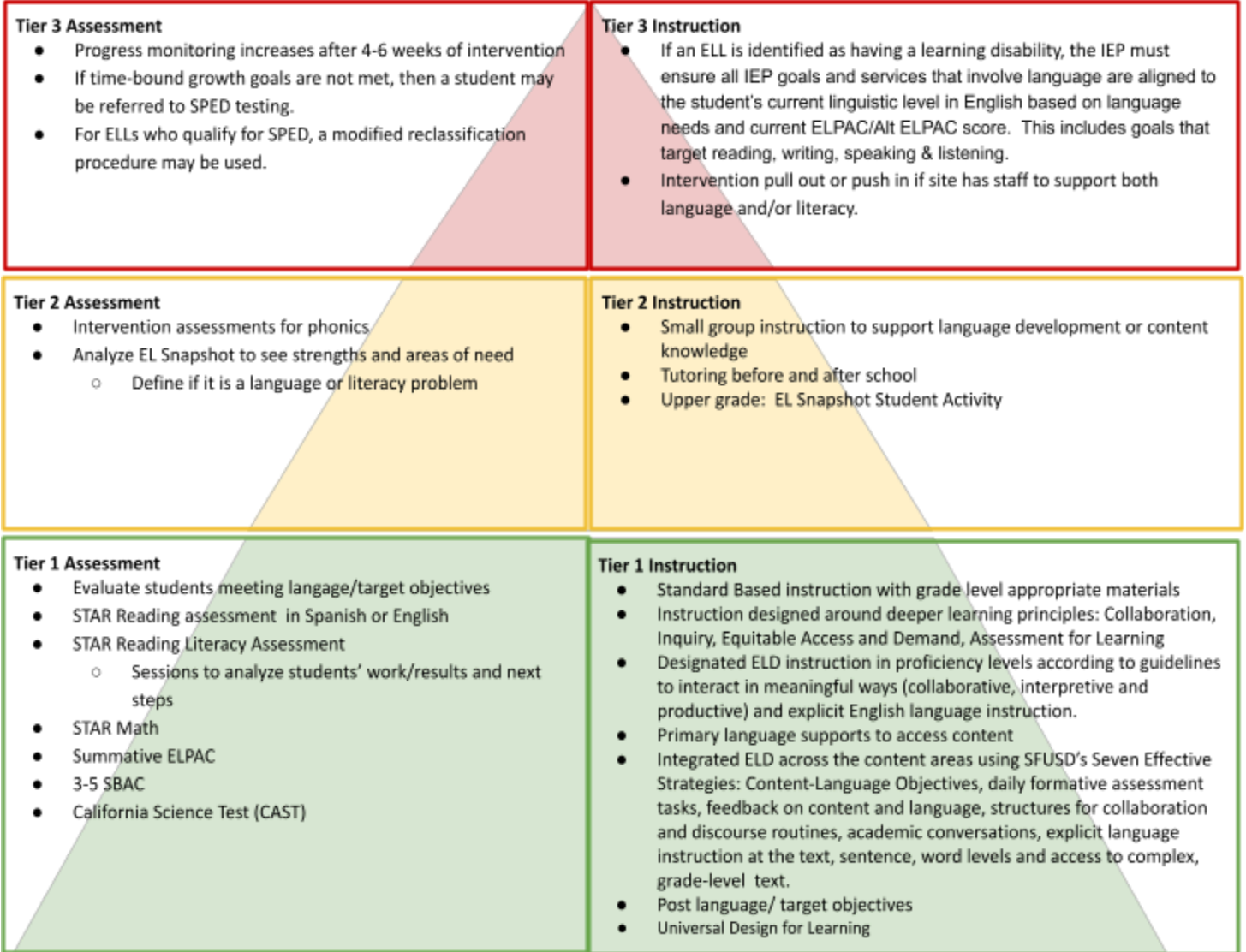
Descriptions of Report Fields

Years EL	Typology	SPED	Annual Growth (ELPI)	2023 ML Progress Indicator Level
This field shows the number of years the student has been identified as an Multilingual learner.	PTML label for students with 4-5 years ML status and LTML for students with 6+ years ML Status	YES for students who have an IEP	The level change (± 5) on the Multilingual learner performance indicator (ELPI) for students who have two consecutive years of ELPAC scores.	This is the ELPI level of the student in 2023 (based on grade level in 2023) The ELPI level is based on 6 not 4 levels of the ELPAC with levels 2 and 3 divided into 2 low, 2 high, 3 low, 3 high

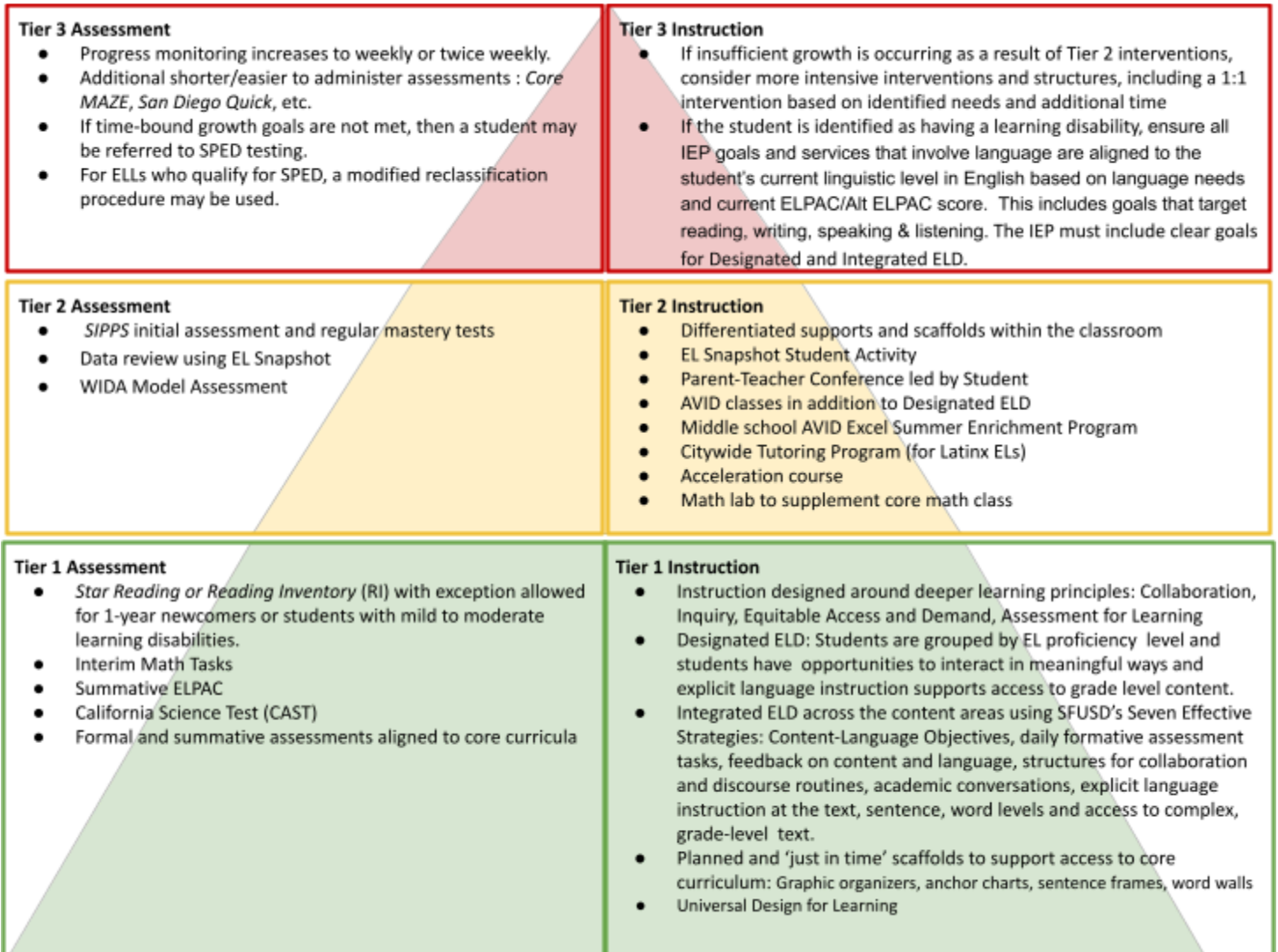
Designing Interventions for PLTMLs and LTMLs

Students not making adequate progress may need a [Coordinated Care Team \(CCT\)](#) to determine a referral is warranted to the [Student Success Team \(SST\)](#). The goal of SST is to identify the most appropriate and supportive interventions for ML students found to not be making adequate progress in their English language development. A [ML Progress Planning Tool](#) is available to consider what supports are currently in place for a student and what next steps to consider. Below are RTI Frameworks for Supports to consider when designing interventions for MLs not making adequate progress.

MTSS Pyramid for TK-5



MTSS Pyramid for 6-12



Descriptions of Tier 2 Interventions

ML Snapshot Student Activity	The ML Snapshot student activity is designed for students in middle and high school designated ELD classes designed for long term MLs. The activities involve students in examining and setting goals related to their ELPAC and academic assessment scores and their progress towards meeting reclassification criteria.
Parent-Teacher Conferences	Parent-teacher conferences for grades K-8 are held twice a year in November and March. All parents are invited to schedule conferences with their child’s teachers. Special attention is made to outreach to parents whose children are not demonstrating adequate progress.
Student-led Conference in Middle Schools	Student Led Conference center around our students’ voices, experiences, reflections and goals. They serve as a way to redesign a legacy structure (Parent / Teacher Conferences) to promote student agency and voice. Student Led Conferences have also been an on-ramp to drive towards deeper summative assessments (portfolios, exhibitions).
<u>Citywide Tutoring Program</u>	The Citywide Tutorial Program provides a safe, rigorous after school program to bridge the achievement gap for African American and Latino students enrolled in the SFUSD, grades K-12. Citywide Tutorial operates out of <u>six community-based sites</u> throughout San Francisco.
California State Library	The California State Library provides <u>Free Online Homework Help</u> for California K-12 students, available through public libraries. Through HelpNow, live real-time homework assistance is available 24 hours a day by laptop, tablet, or phone from qualified tutors using state curriculum and standards.
Middle School AVID Excel Summer Program	The AVID Excel Summer Program is a summer enrichment program for long term MLs in middle grades.
High School Summer School Credit Recovery	Summer school gives high schoolers, including rising 9th grade MLs, the opportunity to make up credits. The Summer School credit recovery program is 5 weeks long. Students can enroll in 2 courses and earn 10 credits.
High School Credit Recovery (evening school and online courses)	High School Credit Recovery provides an opportunity to retake courses or complete graduation requirements outside the regular school day.
Early College through Transitional Studies	Transitional Studies through the Community College of San Francisco is an opportunity for SFUSD students to enroll in CCSF non-credit transitional studies courses to make up high school courses and/or to earn credits to meet high school graduation requirements.
At-home enrichment activities	3-5: In Clever: Amira (reading app), Into Reading digital books 6-8: <u>SFPL Teen Picks</u> 9-12: <u>The Mix at the SFPL</u> , Book Clubs, Workshops, and free SAT Prep Classes including <u>Gale Courses</u> - Grammar, Writing, and College Readiness

References for this document

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