

# Supplemental Memorandum

**To:** STATE BOARD MEMBERS **Date:** April 22, 2003

**From:** Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

**Re:** ITEM #6

**Subject:** California English Language Development Test (CELDT): Including, but not limited to, Analysis of CELDT Sub-Group Results.

Please insert the following attachments.

[Attachment 1](#): Longitudinal Overall Proficiency Level Analysis (Page 1-1)

[Attachment 2](#): Years in USA Schools for English Learners (Pages 1-6)

[Attachment 3](#): English Learner Instructional Services (Pages 1-8)

Attachment 1 describes the subgroup of 862,004 students for which data for the same set of students for year 1 and year 2 of the CELDT is available and excludes any students without previous overall scale score results, students whose previous grade was not a grade below their current grade, or students who exercised the Listening/Speaking exemption.

In Attachment 2, the student sample of 406,140 students is due to the additional criteria of excluding students that did not report data on their time in USA schools. In Attachment 3, the total of 721,334 students in the sample is due to the exclusion of students that did not report instructional services information from the original sample in Attachment 1 (862,004 students).

The information in Attachments 2 and 3 are provided for the overall student population instead of by grade-level due to the small number of students in the various subgroups.

## Longitudinal Overall Proficiency Level Analysis

**Table 1. Percent of Students by Grade and Overall Proficiency Level for Those Students with Previous Overall CELDT Results (2002 AA)\***

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	0	6	11	14	7	5	6	5	5	7	7	6	4	8
% Early Intermediate	0	22	29	32	22	15	16	14	13.0	11	15	14	13	21
% Intermediate	0	44	40	35	40	38	43	41	37	38	38	38	39	40
% Early Advanced	0	21	15	14	23	28	26	29	31	35	32	32	33	24
% Advanced	0	7	4	5	9	13	9	11	14	9	8	10	11	8
% TOTAL	0	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Count	0	99,456	109,594	126,449	108,762	88,191	86,903	64,715	54,014	47,948	33,325	24,911	17,736	862,004

**Table 2. Percent of Students by Previous Grade and Previous Overall Proficiency Level (2001 AA or 2001-02 II)\***

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	39	22	19	22	14	10	12	12	10	16	13	9	0	19
% Early Intermediate	38	35	36	41	32	21	24	19	14	16	17	17	0	30
% Intermediate	23	37	37	34	47	49	54	53	44	49	48	49	0	41
% Early Advanced	1	6	8	3	6	18	10	14	28	17	19	23	0	10
% Advanced	0	1	1	0	1	3	1	1	4	1	2	2	0	1
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	0	100
Total Count	99,456	109,594	126,449	108,762	88,191	86,903	64,715	54,014	47,948	33,325	24,911	17,736	0	862,004

\*Note: These tables include data for the same set of students for year 1 and year 2 of the CELDT. Students without previous overall scale score results, students with invalid previous overall scale score results, students whose previous grade was not a grade below their current grade, or students who exercised the L/S exemption were excluded from this analysis. In general, students progressed a grade between the two CELDT administrations (e.g., a 1<sup>st</sup> grader in 2001 is a 2<sup>nd</sup> grader in 2002).

Table 1

### Years in USA Schools for English Learners

Time in USA Schools	Percent Students	Number Students
One Full School Year or Less in USA School	20%	80,281
Two School Years in USA School	17%	67,662
Three School Years in USA School	15%	62,361
Four School Years in USA School	12%	50,257
Five School Years or More in USA School	36%	145,579
<b>TOTAL STUDENTS</b>	100%	406,140

**Note:**

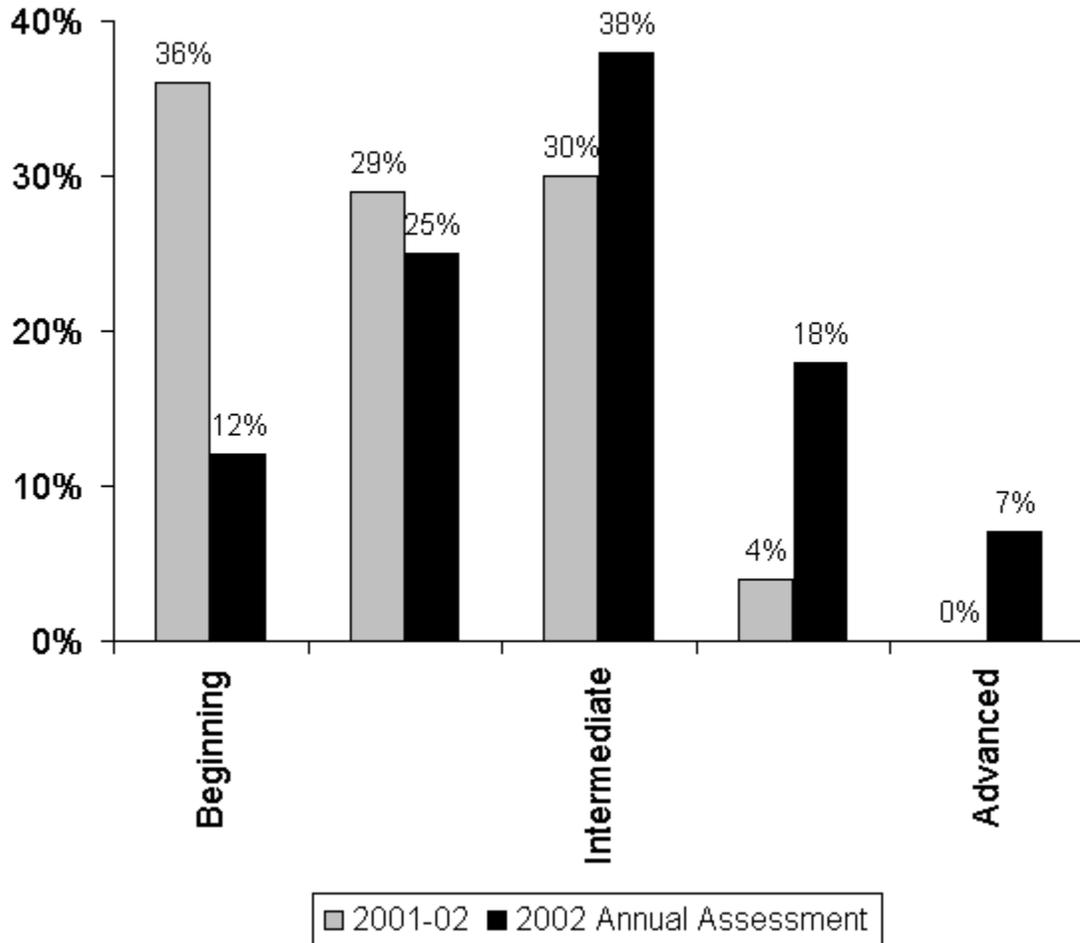
- The table above describes the sample of students for which data for the same set of students for year 1 and year 2 of the CELDT were provided. Students without previous overall scale score results, students whose previous grade was not a grade below their current grade, students who exercised the Listening/Speaking exemption, or students without time in USA schools information were excluded from the analysis.
- Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- A large percentage of English Learners were in USA schools for 5 years or more during the time of the 2002 annual CELDT assessment.

Table 2

### One Full School Year or Less in USA School



**Note:**

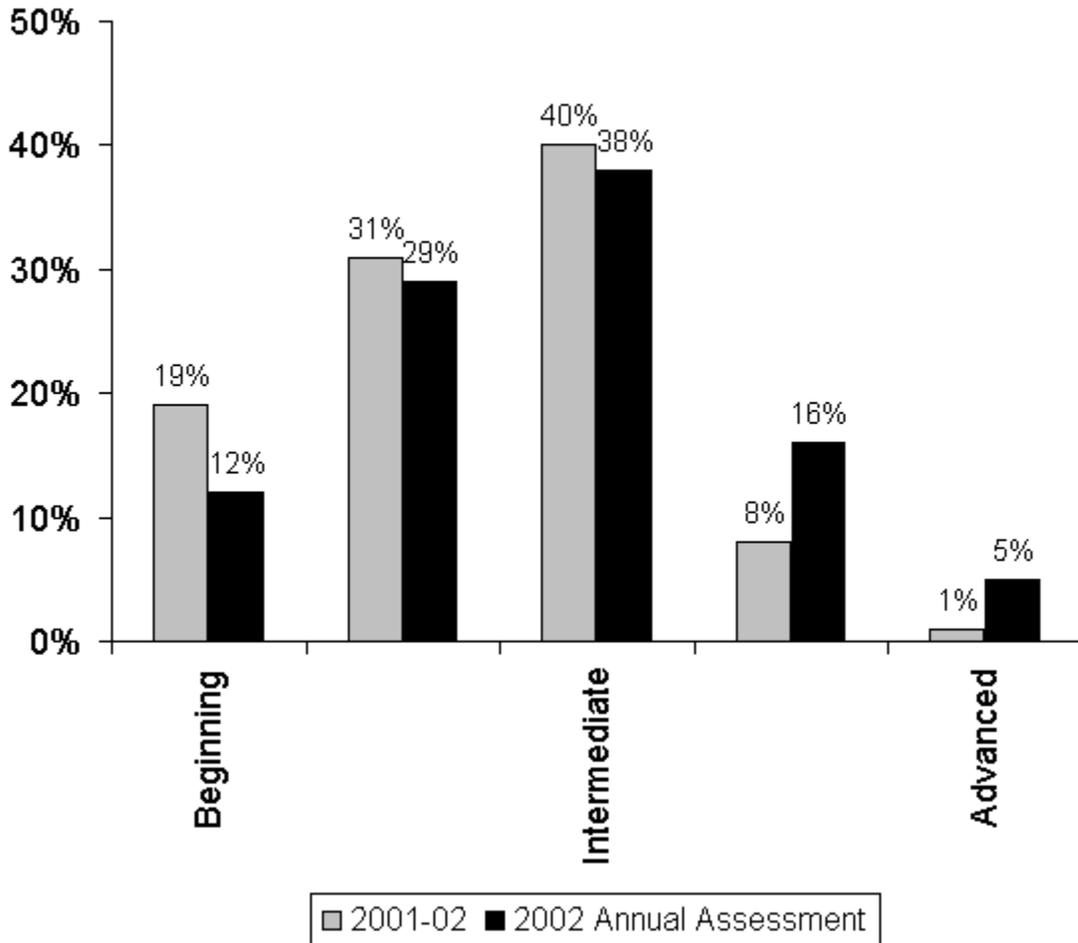
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students who were in USA schools for 1 full year or less during the 2002 CELDT annual assessment, made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 4% of the students scored at least Early Advanced on the CELDT compared to 25% in the 2002 annual assessment.

Table 3

### Two School Years in USA School



**Note:**

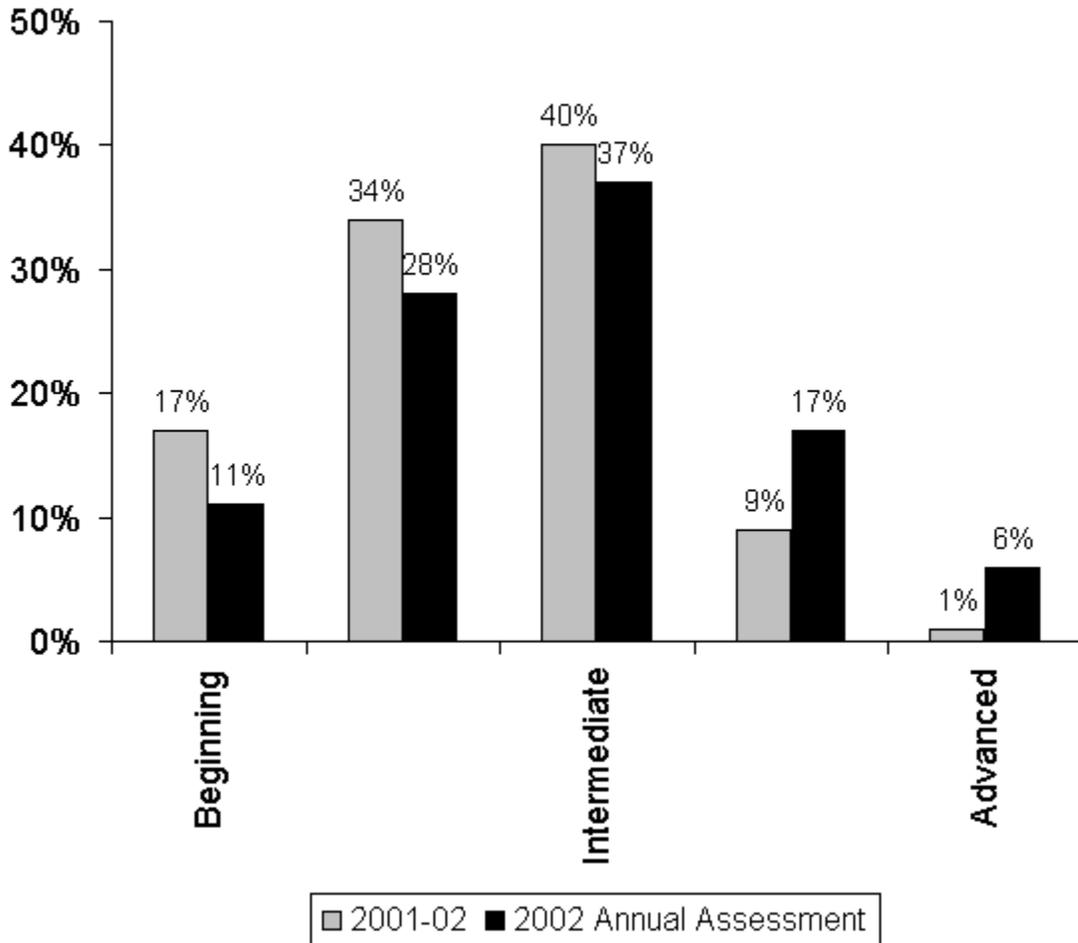
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students who were in USA schools for 2 years made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 9% of the students scored at least Early Advanced on the CELDT compared to 21% in the 2002 annual assessment.

Table 4

### Three School Years in USA School



**Note:**

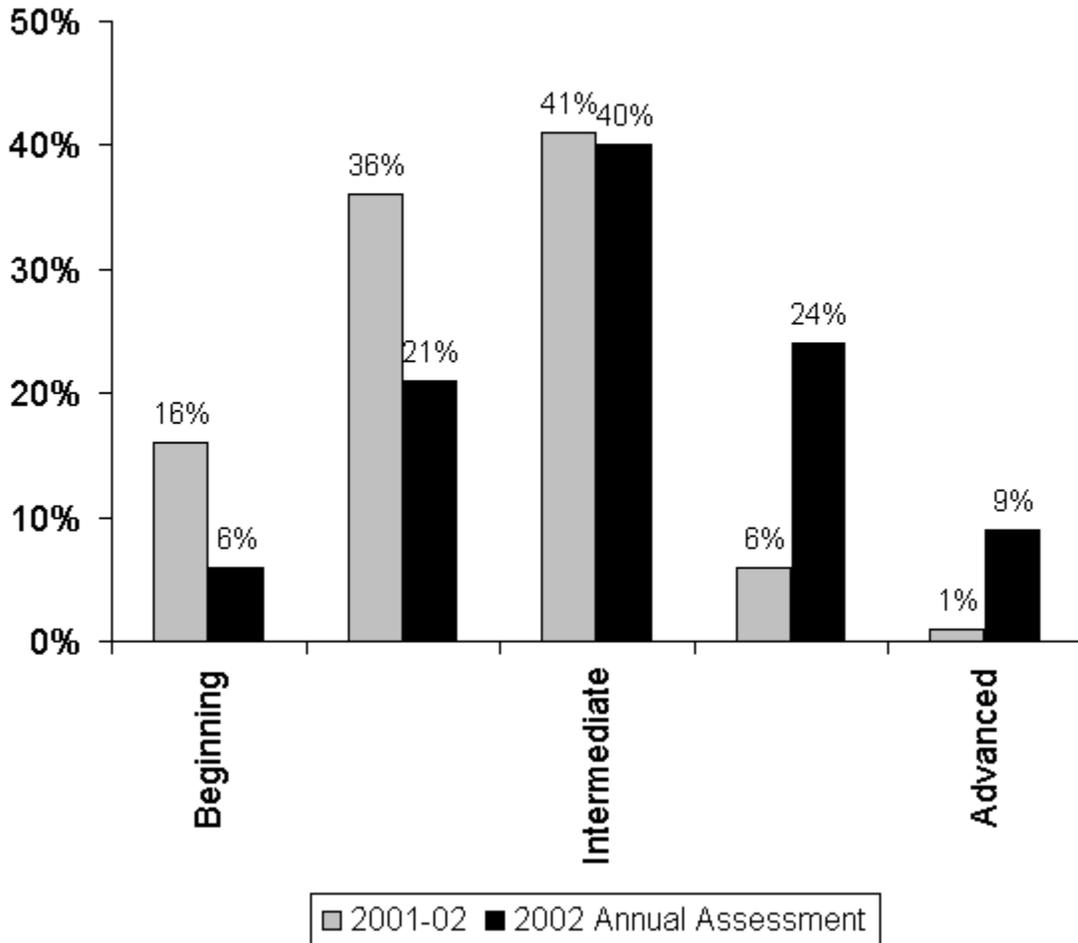
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students who were in USA schools for 3 years made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 10% of the students scored at least Early Advanced on the CELDT compared to 23% in the 2002 annual assessment.

Table 5

### Four School Years in USA School



**Note:**

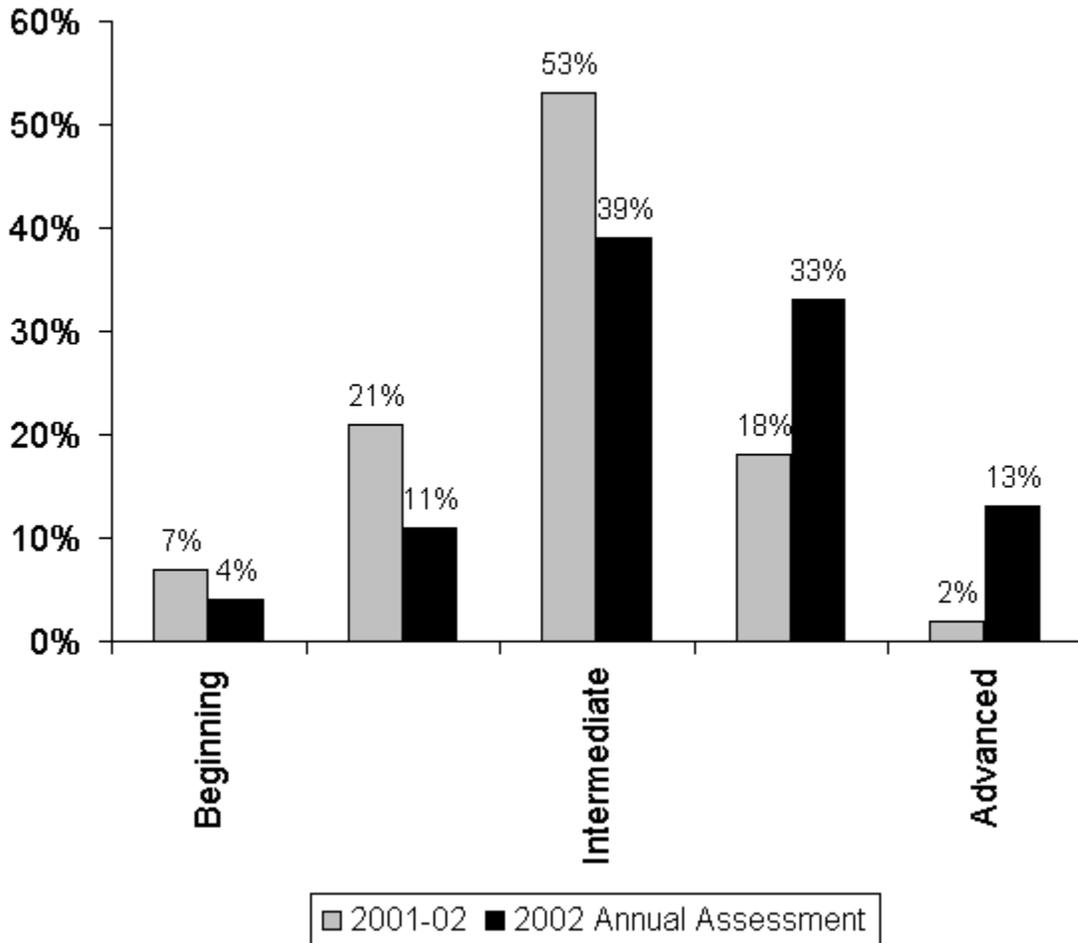
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students who were in USA schools for 4 years made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 7% of the students scored at least Early Advanced on the CELDT compared to 33% in the 2002 annual assessment.

Table 6

### Five School Years or More in USA School



**Note:**

Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students who were in USA schools for 5 years or more made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 20% of the students scored at least Early Advanced on the CELDT compared to 46% in the 2002 annual assessment.

**Table 1**

**English Learner Instructional Services**

<b>Instructional Services</b>	<b>Percent Students</b>	<b>Number Students</b>
English Language Development (ELD) only	44%	315,478
Specially Designed Academic Instruction in English (SDAIE) only	22%	161,689
Bilingual only	7%	52,547
ELD and SDAIE	22%	156,286
ELD and Bilingual	2%	12,348
SDAIE and Bilingual	0%	577
ELD, SDAIE, and Bilingual	3%	22,409
<b>TOTAL STUDENTS</b>	<b>100%</b>	<b>721,334</b>

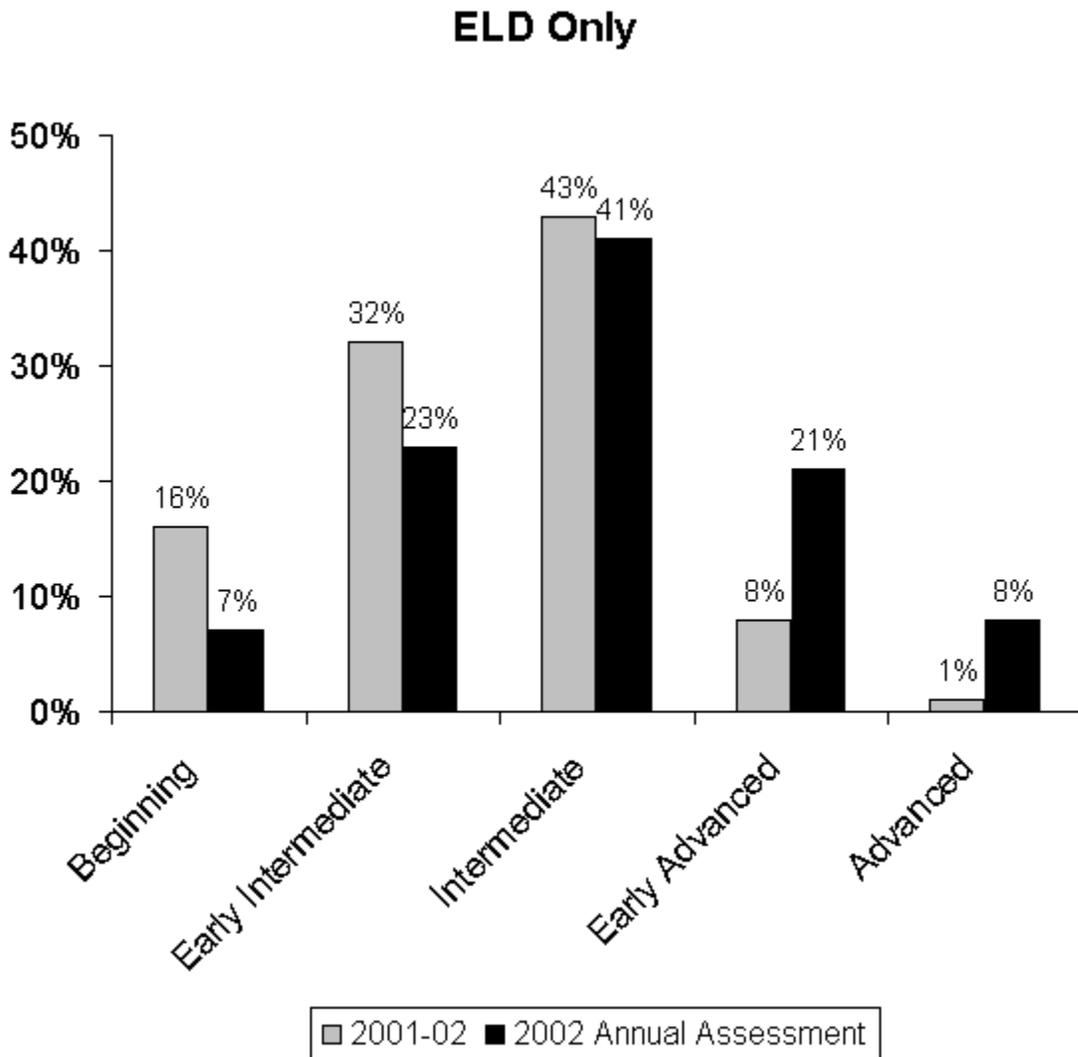
**Note:**

- The table above describes the sample of students for which data for the same set of students for year 1 and year 2 of the CELDT were provided. Students without previous overall scale score results, students whose previous grade was not a grade below their current grade, students who exercised the Listening/Speaking exemption, or students without instructional services information were excluded from the analysis.
- Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- More students received ELD instructional services only, compared to the other services.
- A large percentage of students received ELD in combination with SDAIE instructional services.
- A large percentage of students received SDAIE instructional services only.

Table 2



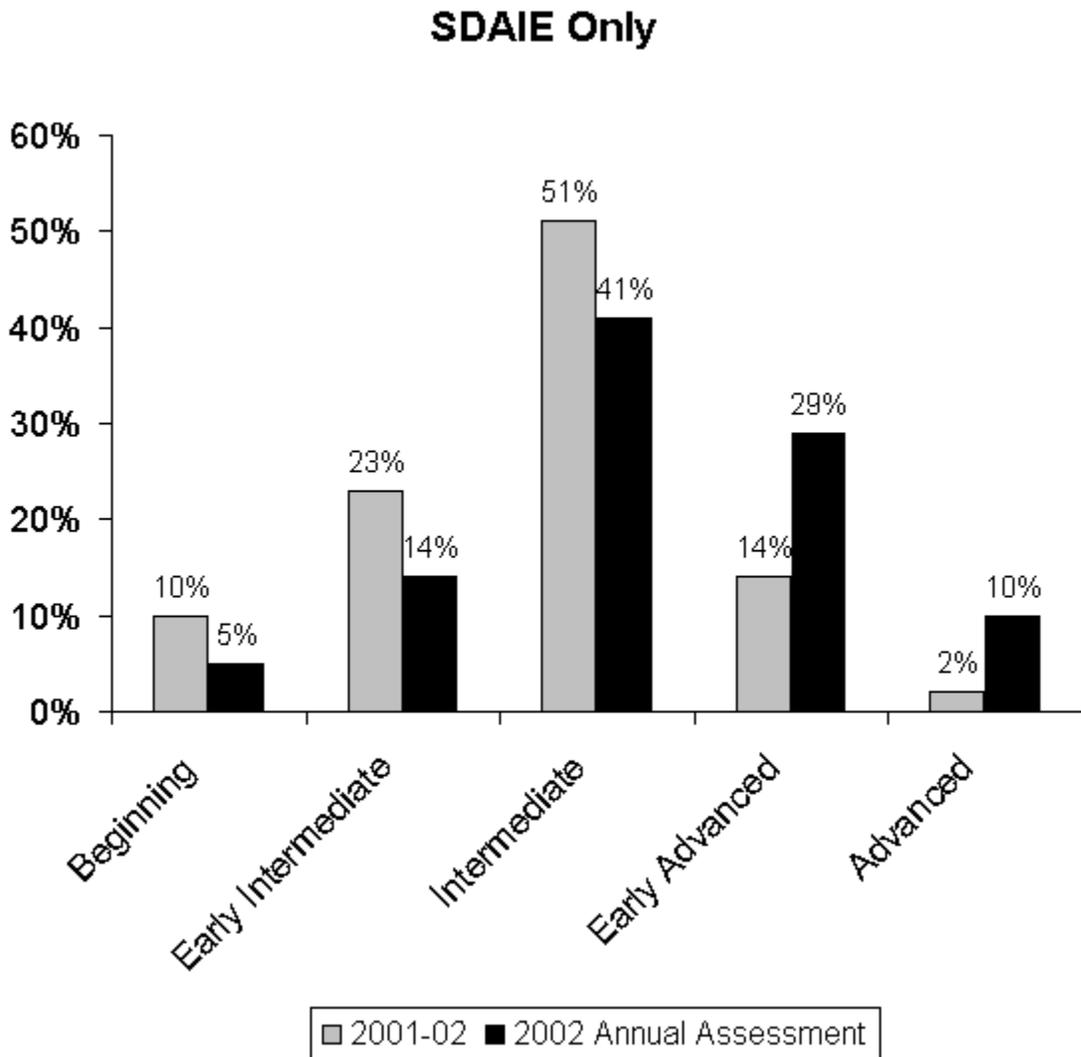
**Note:**

Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving only ELD instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 9% of the students scored at least Early Advanced on the CELDT compared to 29% in the 2002 annual assessment.

Table 3



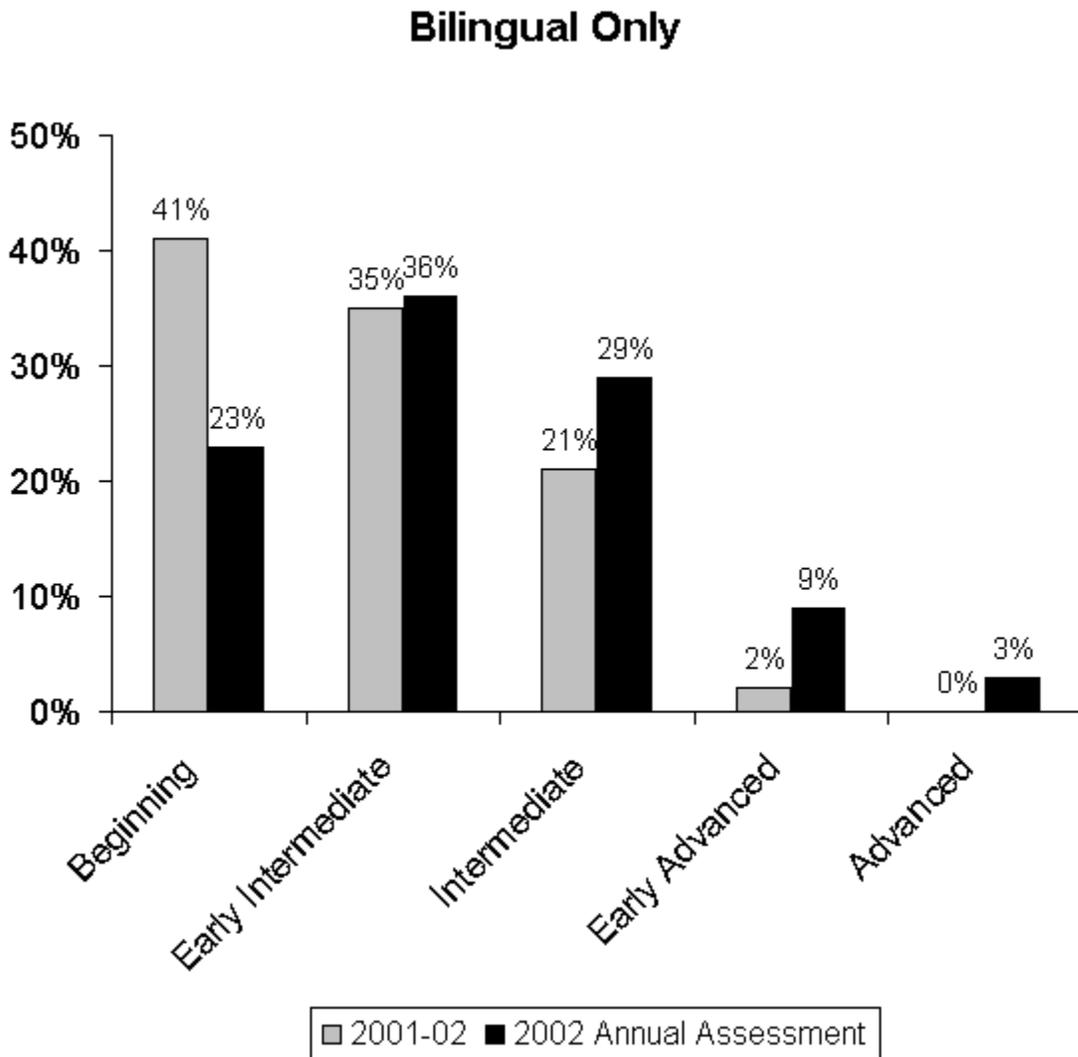
**Note:**

Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving only SDAIE instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 16% of the students scored at least Early Advanced on the CELDT compared to 39% in the 2002 annual assessment.

Table 4



**Note:**

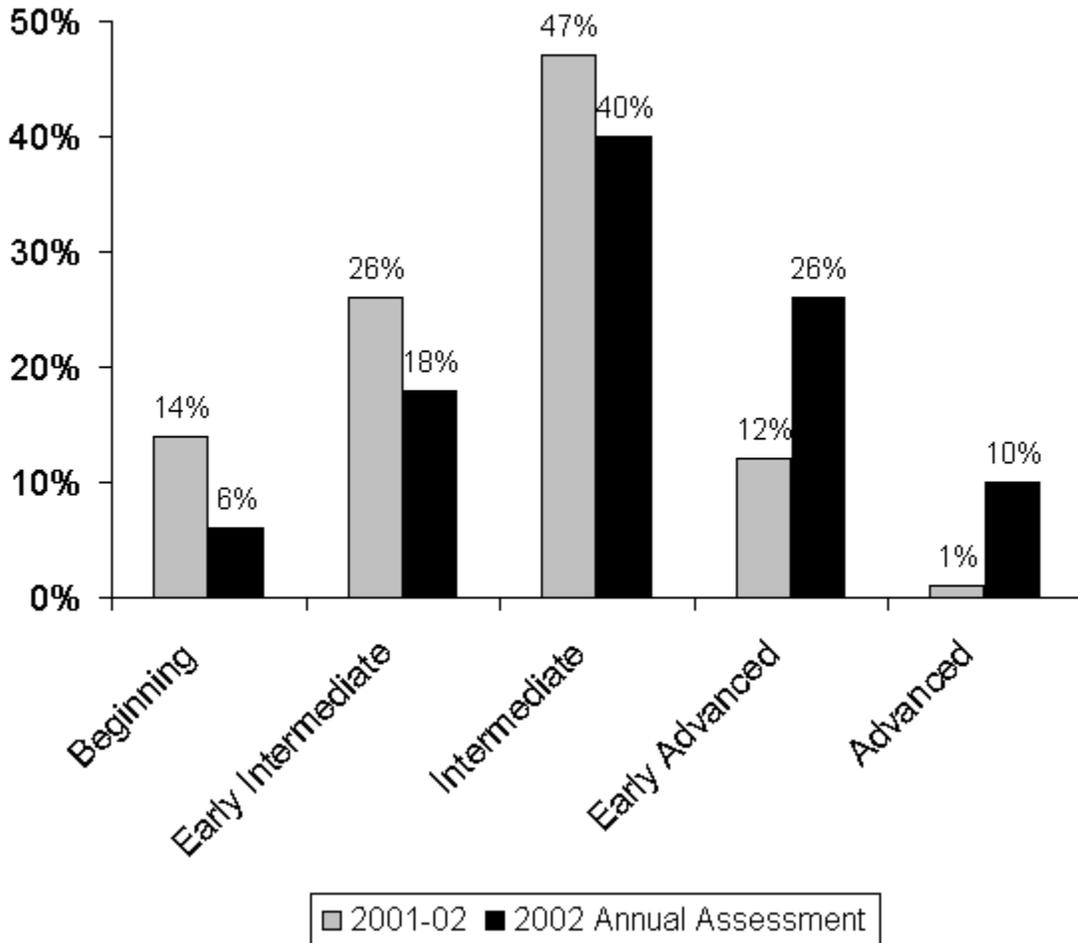
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving only bilingual instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 2% of the students scored at least Early Advanced on the CELDT compared to 12% in the 2002 annual assessment.

Table 5

### ELD and SDAIE



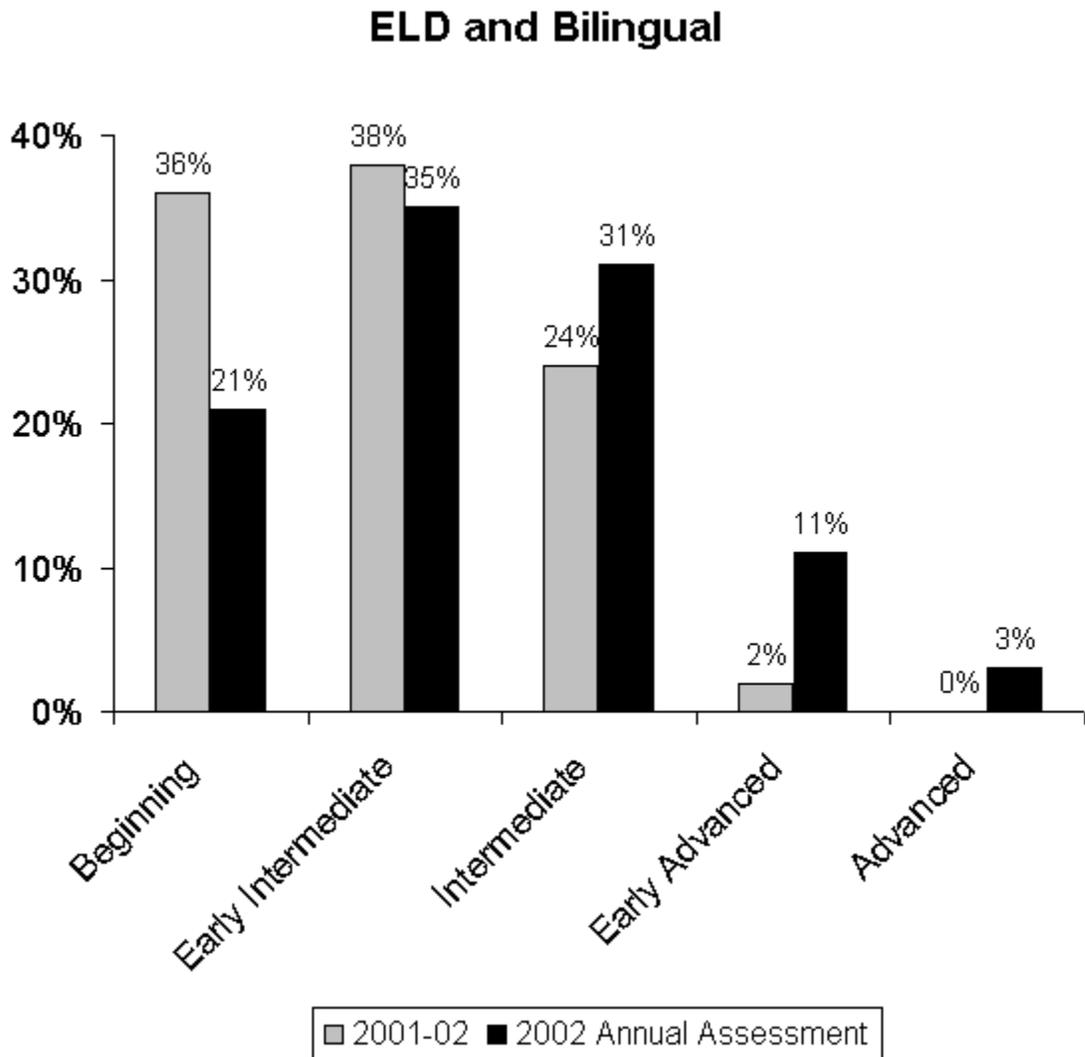
**Note:**

Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving ELD and SDAIE instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 13% of the students scored at least Early Advanced on the CELDT compared to 36% in the 2002 annual assessment.

Table 6



**Note:**

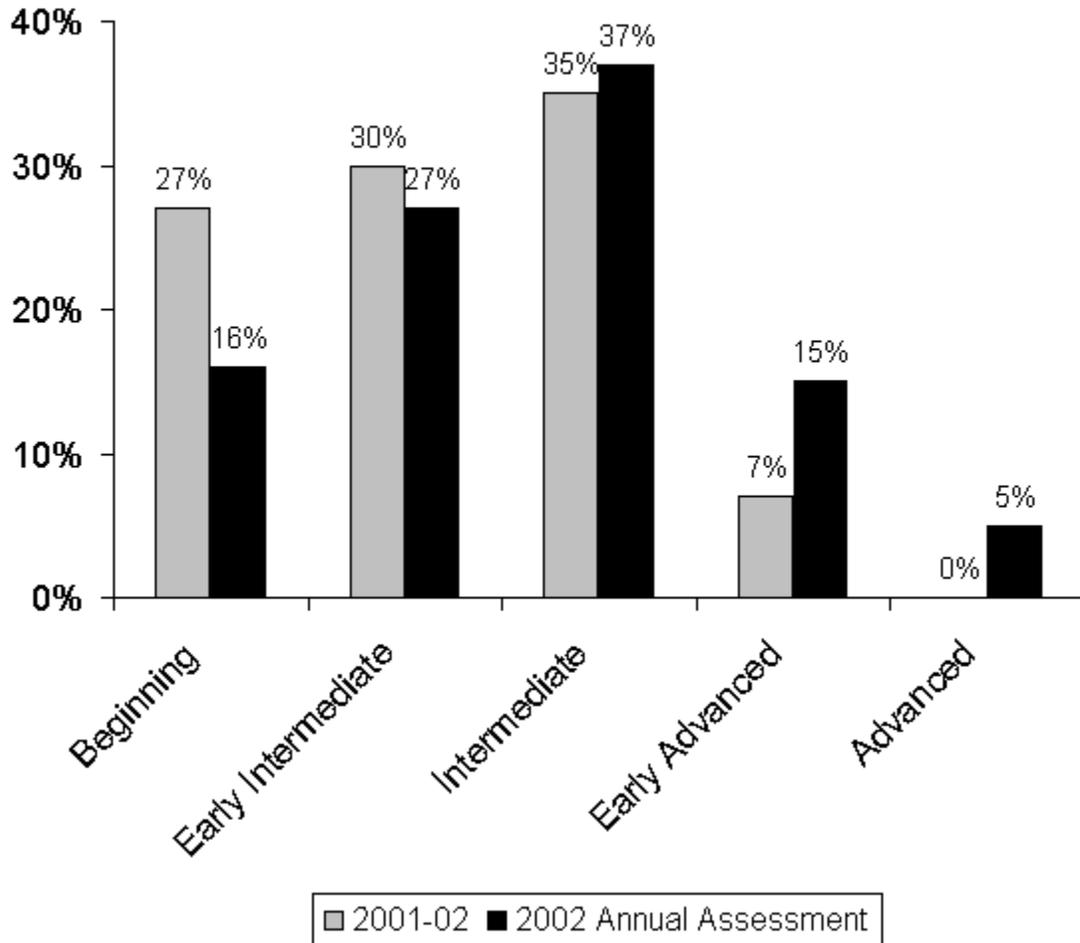
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving ELD and bilingual instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 2% of the students scored at least Early Advanced on the CELDT compared to 14% in the 2002 annual assessment.

Table 7

### SDAIE and Bilingual



**Note:**

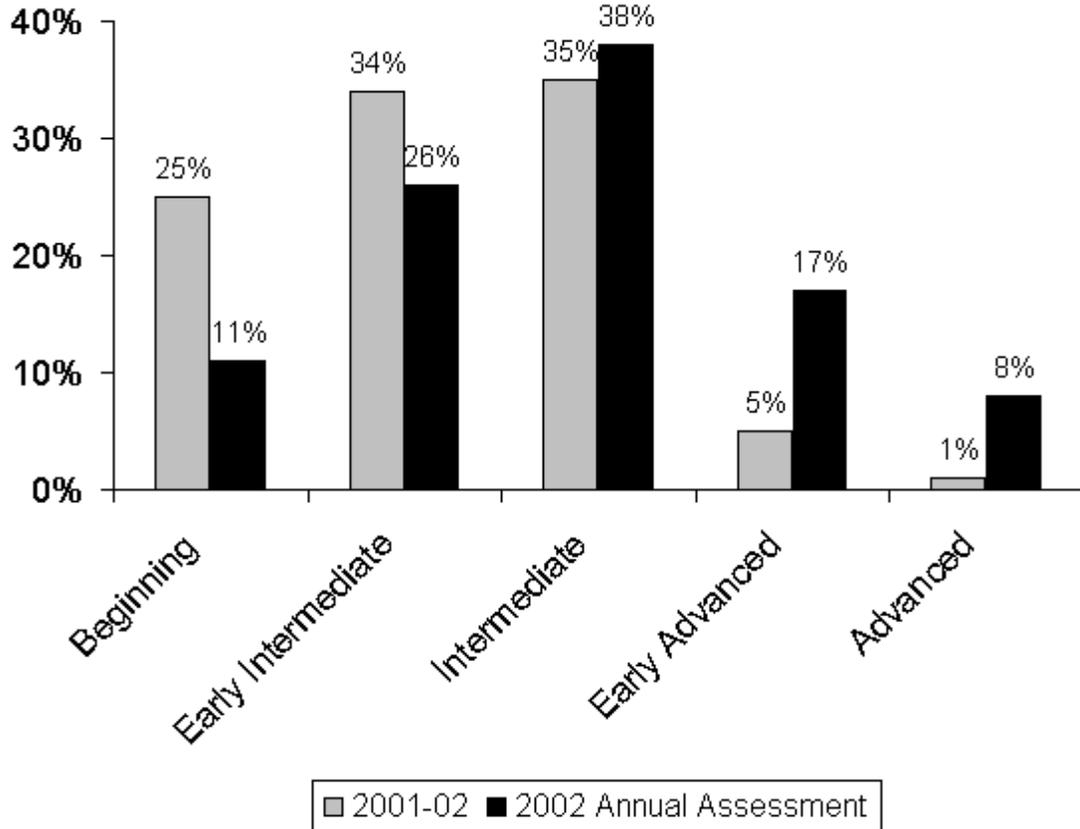
Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving SDAIE and bilingual instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 7% of the students scored at least Early Advanced on the CELDT compared to 20% in the 2002 annual assessment.

Table 8

### ELD, SDAIE, and Bilingual



**Note:**

Caution should be used when making causal relationships based on descriptive statistics.

**Key Points:**

- Students receiving ELD, SDAIE, and bilingual instructional services made gains in their English proficiency between 2001-02 and 2002.
- In 2001-02 approximately 6% of the students scored at least Early Advanced on the CELDT compared to 25% in the 2002 annual assessment.