
2002-2003 CELDT Annual Assessment Results

Background (*Source: CDE Press Briefing Packet*)

- The California English Language Development Test (CELDT) was authorized by AB 748 in 1997 and refined by SB738 in 1999. The test must be administered to students who enter the district from homes where a language other than English is used frequently, and to students who are already identified as English Learners.
- The purpose of the CELDT is to identify new students who are English Learners, determine their level of English proficiency, and annually assess their progress toward becoming fluent English proficient.
 - Newly enrolled students who have a home language other than English must be assessed with the CELDT within 30 calendar days of enrollment.
 - Continuing students identified as English learners must be tested annually until they are reclassified to Fluent English Proficient status.
- CELDT covers four skill areas: listening, speaking, reading and writing. Students in Grades K and 1 are assessed only in listening and speaking. Students in Grades 2-12 are assessed in all four areas.
- There are four versions of the CELDT test covering grade spans K-2, 3-5, 6-8 and 9-12.
- CELDT results assign students to one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced. Students receive an individual proficiency level for each skill area and an overall proficiency level (OPL).

Test Information and Issues

- The CELDT was administered for the first time during the 2001-2002 school year, with results reported in March 2002.
- There were a number of challenges associated with the 2001-02 CELDT administration, including:
 - The listening and speaking portion of the test must be administered individually. This portion takes about 30-40 minutes to administer and score.
 - Administering the listening and speaking portion requires use of a tape recorder, meaning that students must be tested in a quiet area. Also, the test examiner must start and stop, and change, tapes a number of times.
- As a result of the 2001-02 administration and subsequent feedback from districts, schools, and individuals, the state revised the test in a number of ways. For example, students who previously scored at Early Advanced or Advanced in listening and speaking were exempted from retaking those portions if they remained within the same grade span.

Data Information and Issues

- The district carefully reviews all assessment results received from the California Department of Education/state test contractors. A variety of errors are regularly identified in these data files, including duplicate and/or student records; incorrect student identification numbers, grade levels, and/or school locations; and inaccurate student demographic information related to socioeconomic status, ethnicity, language proficiency, special education status, etc. A small but significant number of additional errors have been found in the CELDT data files for both the 2001 and 2002

assessments. Each error is carefully researched to identify the cause and determine whether corrections are needed. Documented errors to date include:

- Inconsistencies between district and state data, including instances where schools entered all data appropriately into the district system but failed to complete all categories of the answer document submitted for state scoring; instances of incomplete or duplicate results for students who changed schools during the testing window; and incomplete or inaccurate results for students inappropriately exempted from the listening/speaking portion.
 - Lack of distinction between a test result of 0 and a missing test result. The test publisher did not provide a way to distinguish between the student who attempted one of the test components but did not answer any correctly, and the student who was not tested on that component. The former should result in a score of 0 being included in calculation of the Overall Proficiency Level. The latter should result in not calculating an Overall Proficiency Level.
 - Inappropriate testing of fluent English students, including students whose records did not indicate a home language other than English, or students who had already been reclassified to fluent English proficient status.
 - Incorrect testing dates, including records with invalid dates (e.g., the year 2070) or records with no test data indicated.
- Some of the subgroup disaggregations are problematic, particularly those reporting results by English Learner “program”: Biliteracy, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE). These are NOT mutually exclusive categories. That is, English Learners in English Language Development programs also receive SDAIE. English Learners in Biliteracy programs receive both ELD and SDAIE in addition to instruction delivered in their primary language. Therefore, results among these state categories cannot be compared.

Impact on State CELDT Results

- The *testing* issues cited above must be considered when reviewing the CELDT results released by the state. Changes to the test demand that caution be used in making comparisons between the 2001 and 2002 results.
- The *data* issues cited above also must be considered when reviewing the CELDT results released by the state. The data file issues demand that caution be used in analyzing and drawing conclusions from the state data records. District records, still in the process of verification and correction, will provide a much more accurate picture of the English language proficiency of San Diego’s English learners.

2002 CELDT Annual Assessment Results

The following points must be considered when reviewing the CELDT results released by the state on March 25, 2003.

- *The testing and data issues cited previously impact the district, county, and state results. The data should be interpreted with caution, particularly when comparing results between 2001 and 2002.*
- *The data released by the state do NOT address student language proficiency in relation to the length of time the student has been enrolled in the district and/or receiving English language development instruction. That is, within any grade level, particularly at secondary, results may include recent immigrant students who speak little or English, students who have been enrolled two to three years who have developed moderate English language skills, and students who have been enrolled five or more years who should be fluent but have not yet met the criteria for reclassification.*
- *The data released by the state do NOT help us understand the performance/progress of English Learners in relation to the proficiency level expected for the students. That is, the reports provide no context related to the expected English language proficiency based on the numbers of years enrolled in a U.S. school and/or the student's previous performance.*
- *The data released by the state do NOT include information about former English learners who have now been reclassified to fluent English proficient status. Therefore, the numbers and percentages of students at the Early Advanced and Advanced levels of proficiency under-represent the proportion of English learners who have attained English language proficiency.*
- *Except for the Longitudinal Analysis, each year's results represent a different group of students. Newly enrolled students are added in (primarily at Kindergarten) and the most fluent students are reclassified and taken out of the data pool.*
- *The subgroup categories identifying students in Bilingual, English Language Development, and SDAIE are not mutually exclusive. That is, the same students may be included in two groups or in all three groups. Data cannot be compared across these three "programs."*

Within the next month, the district will provide additional analyses and reports on English language acquisition for English Learners and former English Learners. These analyses will be based on corrected data available through the district Student Information System (SIS). At a minimum, the upcoming reports will include:

- The number and percentage of district students by English language proficiency: English Learners, Former English Learners (reclassified students), and Initially English Fluent students.
- The percentage of district students who met district expectations for English language fluency based on length of enrollment and previous performance. For elementary schools, the data will be disaggregated for students in Biliteracy programs and students in Structured English Immersion programs. (Note: the district expects students to improve one proficiency level per year; for students who enter the district at the Beginning level, English fluency is expected within five years.)
- The change in English language proficiency levels between Fall 2001 and Fall 2002 for a matched cohort of students.

PRELIMINARY RESULTS

2002 CELDT BY THE NUMBERS: San Diego City Schools

- Number of 2002 annual assessment results reported by the state: **32,863**
- Number of these students who met state criteria for English fluency (Overall Proficiency Level of Early Advanced or Advanced) = **10,237 (31.2%)**.
- Number of students with matched results from 2001 and 2002: **26,824**.
 - Students scoring at Advanced or Early Advanced in 2001 = **1,608 (6%)**
 - Students scoring at Advanced or Early Advanced in 2002 = **8,743 (33%)**

2002 CELDT BY THE NUMBERS: District, County, and State

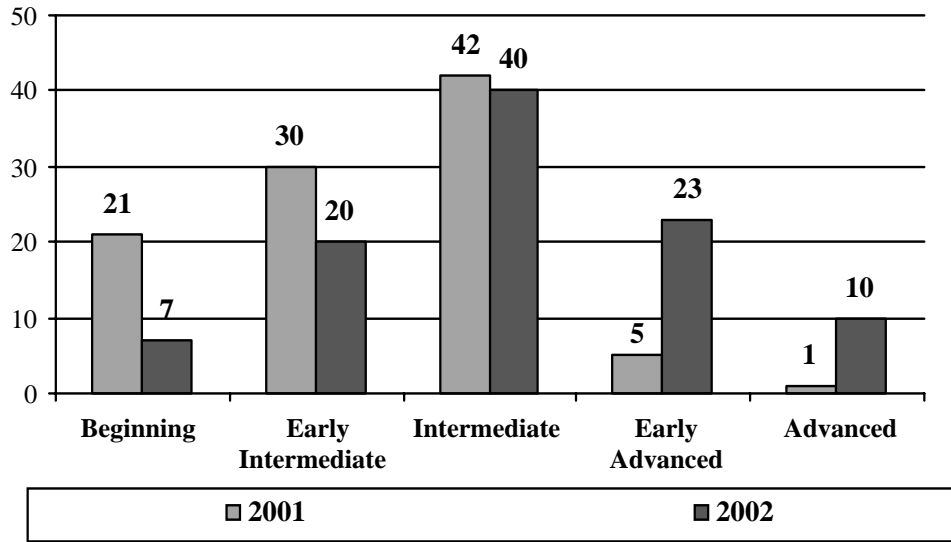
**Number and Percentage of Students Meeting State English Fluency Criteria
(Overall Proficiency Level of Early Advanced or Advanced)**

Grade Span	San Diego City Schools		San Diego County		California	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
1-2*	2,076	24.6%	5,249	22.7%	69,902	21.8%
3-5	2,959	26.7%	8,288	26.0%	108,694	25.1%
6-8	2,947	37.6%	9,349	42.0%	116,922	39.5%
9-12	2,245	41.3%	7,856	48.5%	111,829	46.7%
TOTAL	10,237	31.2%	30,812	32.8%	408,664	31.5%

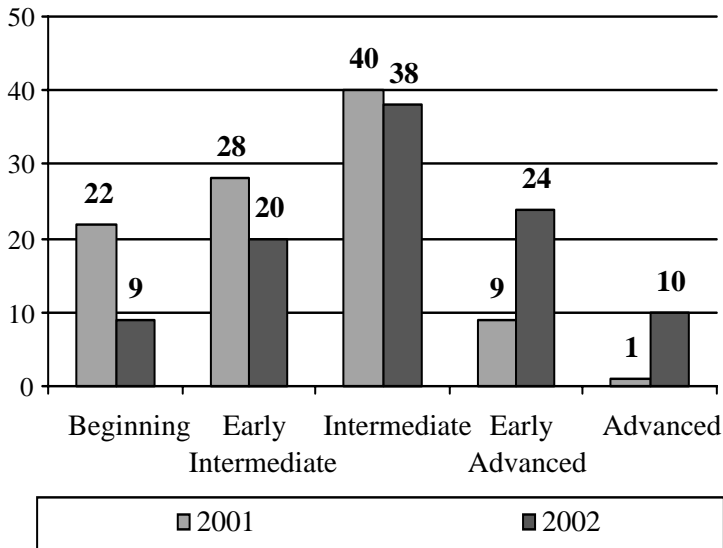
*Kindergarten students are not included since only those retained take the annual assessment.

PRELIMINARY RESULTS
2002 CELDT BY THE NUMBERS
Overall English Language Proficiency based on 2001 – 2002 Matched Data
Percentage of Students at Each Proficiency Level

SAN DIEGO CITY SCHOOLS



SAN DIEGO COUNTY



CALIFORNIA

