CELDT 201B: Using CELDT Data

Presentation Script
Revised August 2014

SLIDE 1 - The title of this presentation is *CELDT 201B: Using CELDT Data.*

SLIDE 2 – This presentation is a follow-up to *CELDT 201A: Reports and Data Management,* which is also available for viewing on the Educational Data Systems CELDT Web site*,* www.celdt.org.

School and district staffs may ask: "We have results from the CELDT; what do we do with them?" The purpose of *201B* is to address that question and provide school sites and local educational agencies (LEAs) with information and tools to help monitor and use CELDT data to improve instruction for English learners (ELs).

The slides in this presentation will:

- Give a brief overview of the CELDT
- Explain what the Data Review Module (DRM) is and how to prepare for it
- Explain Title III Accountability, the Annual Measureable Achievement Objectives (AMAOs), and accountability reports
- Provide an overview of how to monitor EL progress using the results on DataQuest and Performance Scale Score Ranges, or use CELDT results for reclassification decisions
- Finish with a useful recommended resource and contact information

SLIDE 3 - The CELDT is California's state test of English language proficiency. It became operational as the standards-based English language proficiency assessment in California in 2001.

In kindergarten through grade twelve, the CELDT is used as an initial assessment of newly enrolled students who have a primary language other than English. Used as an annual test, the CELDT measures the progress of ELs in acquiring English. The test items are aligned to the 1999 California English Language Development standards.

The CELDT has five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

SLIDE 4 - The CELDT assesses English language proficiency in four domains: Listening, Speaking, Reading, and Writing. Students who take the CELDT receive an Overall performance level scale score and performance level scores for each of the four domains tested.

In July 2010, the State Board of Education (SBE) approved the Overall performance level cut score calculations for kindergarten and grade one as: 45 percent for Listening, 45 percent for Speaking, 5 percent for Reading, and 5 percent for Writing. Each domain is weighted equally at 25 percent in grades 2 through 12.

SLIDE 5 – The main purpose of the DRM is to provide districts with an opportunity to correct their demographic and test purpose data so that they are as accurate as possible. CELDT data are used for a variety of important purposes, including calculations of Annual Measureable

Achievement Objectives (AMAOs), the production of paper and electronic summary reports, and the reporting of summary results to the public on the DataQuest Web page, hosted by the California Department of Education (CDE).

Additionally, the corrections are important for limiting a district's updates after it downloads and imports the post-DRM Student Score File into the local student information system.
It is to the district's advantage to review and correct data during the DRM window to avoid inaccuracies in the AMAO calculations and in the final reports posted on DataQuest.

The DRM window is typically a four-week period in February/March of each year. There will be no other opportunity for districts to correct errors in the Annual Assessment (AA) window data.

SLIDE 6 - In order for the monitoring and checking of CELDT data during the DRM window to go smoothly, it is important to prepare the paperwork in advance.

Be sure there is a score report for each student test submitted for scoring, and alert the CELDT Customer Support Center of any missing paperwork.

Ensure that the reports and/or Student Score Files list the test purpose, any applicable previous scale scores for AA students, and test completion dates.

SLIDE 7 - The DRM includes data from all CELDT assessments administered during the AA window, July 1 through October 31. Both Annual and Initial Assessment results will be available for viewing and correction.

The DRM only includes student records from answer documents received at Educational Data Systems by the AA window deadline. Answer documents received by the deadline will be included in the DRM. Documents received after the deadline, outside of the AA window, will not be included in the DRM. Note that data not included in the DRM will not be included in DataQuest nor in the district's apportionment data file. There may be an impact on the AMAO calculations for data that is not included and cannot be corrected if necessary. In accordance with Title III Accountability, initial ELs tested during the AA window must be included in AMAO 2 calculations.

Districts have up to four weeks to make demographic data corrections. During the window, the application will be open 24 hours a day, seven days a week. Districts can access the DRM by logging into the secure District Portal of the CELDT Web site, and selecting the Data Review Module link.

SLIDE 8 - The purpose of Title III Accountability of the Elementary and Secondary Education Act (ESEA) is to provide supplemental funding to districts to implement language instruction educational programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards.

This program assists LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare ELs to enter mainstream instructional settings.

Federal law imposed major changes in the expectations placed on states and LEAs regarding assessment of and accountability for the performance of ELs. Specifically, Title III requires states to:

- Establish English language proficiency standards aligned to state academic content standards
- Annually assess the English-language proficiency of each EL using a valid and reliable assessment of English-language proficiency
- Define three AMAOs to measure and report progress toward and attainment of English proficiency and academic achievement standards
- Hold Title III-funded LEAs accountable for meeting increasing AMAO targets over time
- Provide ongoing technical assistance to districts not meeting the AMAOs for two or more consecutive years

SLIDE 9 - An AMAO is a performance objective, or target, that Title III sub-grantees must meet each year for their EL populations. All LEAs and consortia receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAOs, as well as a third academic achievement AMAO based on adequate yearly progress (AYP) information.

AMAO 1 measures the percent of ELs making annual progress in learning English. AMAO 2 measures the percent of ELs attaining the English Proficient level on the CELDT. AMAO 3 is based on meeting AYP requirements for the EL student group as required by Title I.

Note that Title III accountability is at the district level, not the individual student level. The calculation of AMAOs 1 and 2 are based on the CELDT results administered during the AA window from July 1 through October 31 of each year.

SLIDE 10 - The first AMAO relates to making annual progress in learning English. Because AMAO 1 measures annual progress in English language development, it requires that each student included in the cohort for the analysis be tested at two or more points in time (e.g., current year and previous year) so that a growth score can be calculated. In California the CELDT results are used to measure AMAO 1.

The *Notice of Final Interpretations (NOFI)*, issued by the United States Department of Education in October 2008, allows the prior year's score to come from a year other than the immediate preceding year. Therefore, as of school year 2009–10, the prior CELDT score used for AMAO 1 calculation may be from a year other than the immediately preceding year. However, the prior year score should be from the *most recent year in which the student was tested* and cannot come from a year prior to 2006–07 due to the formation of the CELDT common scale score in that school year.

SLIDE 11 - A student's annual growth target is dependent upon the Overall performance level on the previous CELDT as compared to the current CELDT level. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve

the English proficient level on the CELDT in the following year. ELs at the English proficient level are expected to maintain that level.

SLIDE 12 - These are the annual targets for AMAO 1 through 2014. As you can see, the targets have more modest growth for the first three years so that districts can become accustomed to the new system and make sure that students are receiving the kind of instruction that will help them make adequate growth. The target dipped in 2006–07 due to the new CELDT common scale. Targets were recalculated to accommodate the change in performance that year.

The target for the percent of students expected to make annual progress has increased each year, but it is not the expectation that 100 percent of ELs will advance one level each year. In 2014, only 59 percent of the EL students in a district must make progress as defined by AMAO 1.

SLIDE 13 - The second AMAO relates to ELs attaining English language proficiency. Title III requires that states determine an annual expected increase in the percentage of students who attain English language proficiency as measured by the CELDT.

For students in K–1, they must achieve an Overall performance level of Early Advanced or Advanced. Only the domains of Listening and Speaking need to be at Intermediate or higher. The domain scores for Reading and Writing do not need to be at the Intermediate level.
For students in grades 2–12, the English proficiency level is defined as an Overall performance level of Early Advanced or Advanced and all four domain performance levels at Intermediate or above.

SLIDE 14 - Title III requires that AMAOs be developed in a manner that reflects the amount of time a student has been enrolled in a language instruction educational program. When AMAO 2 was developed in 2003, the cohort for AMAO 2 was specifically selected to include only those ELs who could reasonably be expected to reach the English proficient level on the CELDT for the year examined.

The *NOFI* mandated that all ELs taking the CELDT must be included in AMAO 2. Therefore, beginning in 2009–10, the CDE established two cohorts with different targets based on time spent in a language instruction educational program:

- ELs who have been in language instruction educational programs less than 5 years
- ELs who have been in language instruction educational programs 5 years or more

Title III sub-grantees must meet the targets for both cohorts in order to meet AMAO 2 targets.

SLIDE 15 - These are the annual targets for AMAO 2 through 2014. In May 2010, the SBE approved new targets for AMAO 2 for 2009–10 to 2013–14. The targets for these two groups continue to increase each year at the same interval until 2013–14.

SLIDE 16 - Each year, Title III accountability reports are provided for every district and consortia receiving Title III funds. Title III sub-grantees receive reports on the performance of the ELs within the whole district/consortia for each AMAO.

To be eligible for a direct-funded LEP student sub-grant, LEAs must be scheduled to receive a sub-grant of $10,000 or more. If an LEA is projected to receive a LEP student sub-grant of less than $10,000, the LEA must enter into an agreement to form and/or join a consortium in which the total amount of the sub-grants of members of the consortium collectively total $10,000 or more. In the case of a consortium of LEAs, only the lead LEA is the grantee (Title III of the ESEA, Section 3114). The accountability data for the consortium lead and the consortium members are aggregated up to the consortium level to determine if the AMAOs have been met for the consortium as a whole.

SLIDE 17 – For detailed assistance in reading and interpreting Title III accountability reports, the CDE produces the Title III Accountability Report Information Guide annually. The guide is available at http://www.cde.ca.gov/ta/ac/t3/.

SLIDE 18 - An important use of CELDT data at the local level is the monitoring of student progress and program planning.

Five key areas help inform decisions at the site or district level, including program design, instructional services, and planning for program improvement efforts. These areas are:

- Distribution of ELs at a site or district
- Identification of who is making progress from year to year
- Identification of progress within a performance level
- Progress of all ELs over time
- ELs who can be reclassified

SLIDE 19 - As a school or district looks at individual and group data for ELs, staff will want to look for trends and patterns of student performance that emerge from the data. Looking at the distribution of ELs at a site or district, consider such questions as:

- From year to year, is there a consistent grade level or grade span that has large numbers of ELs?
- Is there a sub-group of ELs who have plateaued after several years of attending schools in the U.S.?
- Which students have been in districts five years or more and are "Long Term English Learners" (LTELs), unable to meet criteria for reclassification?

The resources shown in the remainder of this presentation will assist schools and LEAs in disaggregating and analyzing data to look for trends and patterns in the English acquisition process for ELs.

SLIDE 20 - One of the easiest and most essential places to begin using CELDT data is to look at the distribution of ELs per grade level at individual school sites and in the district as a whole. These data can be retrieved for single school years using the DataQuest Web site at http://data1.cde.ca.gov/dataquest/. Knowing the number of ELs per performance level at a site or district level is fundamental to analyzing individual and EL group trends and patterns.

To access school level data, start at http://dq.cde.ca.gov/dataquest/ then:

- Select Level: School
- Select Subject: English Language Development Test
- Press "Submit"
- Determine a time frame by selecting a school year
- Type in the district name and hit Submit
- Select the report parameters by following the prompts
- Hit Submit

To retrieve district level data, select "district" as the level, then follow the procedures above.

SLIDE 21 - How can progress within a performance level be identified? Most school sites and districts have students who do not make AMAO 1, annual progress from one performance level to the next. There are also students who have been "stuck" at a level for more than a year. This most often occurs at the Intermediate level and where many of the LTELs remain. Looking at a student's progress within a performance level is essential at the school site so that instructional decisions for the student can be made with current information. To analyze progress, the student's domain-specific scale scores for at least two years are needed.

Shown on this slide are scale score ranges for grades four and five. The ranges in green signify the level at which a sample student scored in both fourth and fifth grades. In fourth grade, the student scored a 540 in Reading, which was in the Intermediate level and 20 scale score points away from the Early Advanced (EA) level. The next year, the same student scored at the Intermediate level again. This time, the student scored a 560, which is only four scale score points away from EA, a much better result than the 20-point distance the year before. Even though the score was still at Intermediate, the student made progress in the Reading domain. Therefore, it is important to look for numerical distance within a performance level from one grade to the next.

Use the CDE Web site page at http://www.cde.ca.gov/ta/tg/el/cutpoints.asp to access the CELDT Initial/Annual Scale Score Ranges for kindergarten through grade twelve.

SLIDE 22 - Under *Education Code* Section 313(f), students are considered eligible for possible reclassification when they achieve the English proficient level on the CELDT. However, when reclassification decisions are made, LEAs are required to use multiple criteria which, in addition to CELDT performance, must include academic performance in basic skills, teacher evaluation, and parent consultation.

SLIDE 23 - In addition to the resources shown in this presentation, a CDE publication may be useful for schools or districts.

Improving Education for English Learners: Research-Based Approaches summarizes the latest research on instruction for English learners. It is intended to assist school districts in the design, implementation, and evaluation of programs for English learners.

Contributors are recognized scholars and teacher trainers with many years of experience in the field of educational research. The publication includes the following chapters:

"Schooling English Learners: Contexts and Challenges" by Veronica Aguila

"Research to Guide English Language Development Instruction" by William Saunders and Claude Goldenberg

"English Language Development: Foundations and Implementation in Kindergarten Through Grade Five" by Marguerite Ann Snow and Anne Katz

"English Language Development: Issues and Implementation at Grades Six Through Twelve" by Susana Dutro and Kate Kinsella

"Effective English Literacy Instruction for English Learners" by Diane August and Timothy Shanahan

"Programs and Practices for Effective Sheltered Content Instruction" by Jana Echevarria and Deborah Short

"Alternative Educational Programs for English Learners" by Kathryn Lindholm-Leary and Fred Genesee

For more information, visit http://www.cde.ca.gov/re/pn/rc, or you may contact the CDE Press Sales Office by phone at 1-800-995-4099 or by e-mail at sales@cde.ca.gov.

SLIDE 24 - Feel free to contact the CDE English Language Proficiency and Alternate Assessments Office if you have questions related to the CELDT program, policy, or regulations. For more information or questions about the current year's CELDT administration, please contact the CELDT Customer Support Center using the contact information provided on this slide.