

Effects of the Implementation of Proposition 227 on the Education of English Learners, K–12

Findings from a Five-Year Evaluation

Technical Appendices to Final Report for AB 56 and AB 1116

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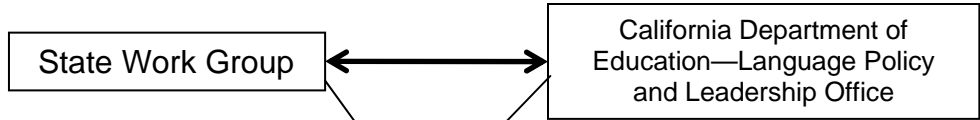
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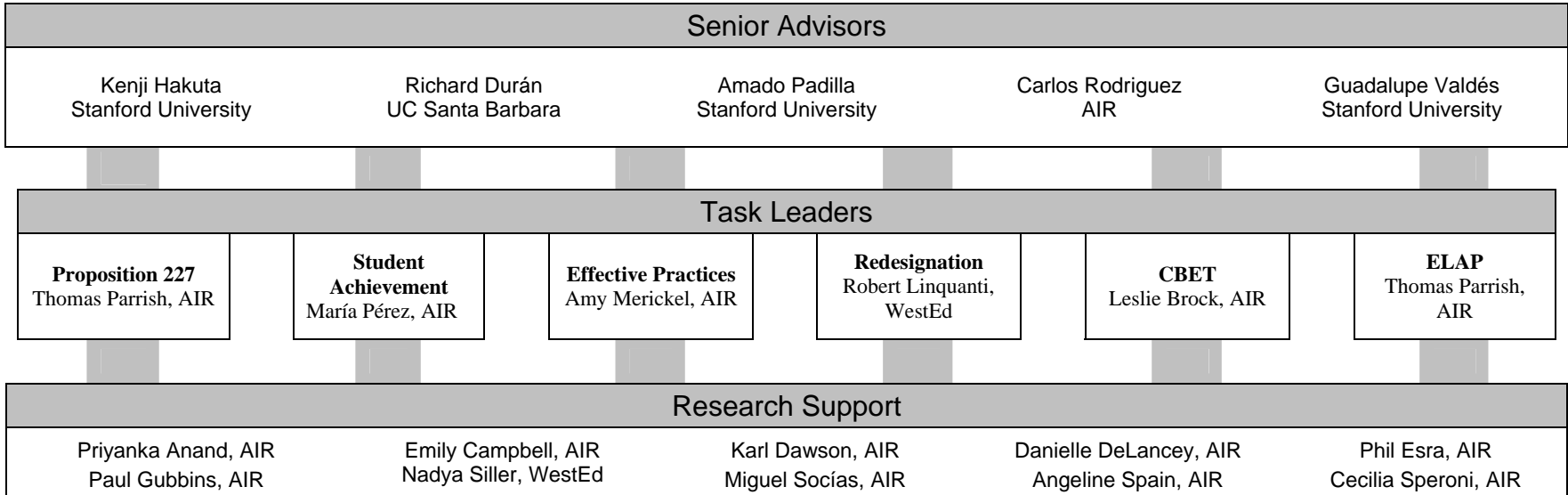
Appendix A:

Project Staff and Organization

Project Staff and Organization: Year 5



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Appendix B:

Chapter III Methodological Notes

Methodological Note I: Gain Standardization

In order to calculate the gain in the SAT-9, we standardized the individual scores in the final year of the test (2002) relative to the initial year (1998). Given that student data is not linked over time, we standardized each individual score using the subgroup mean score in the initial year, and divided by the pooled standard deviation of all students in 1998. The formulas read:

$$StdX_{EL,2002} = \frac{X_{EL,2002} - \bar{X}_{EL,1998}}{\sqrt{S_{TOT,1998}^2}}$$

$$StdX_{EO,2002} = \frac{X_{EO,2002} - \bar{X}_{EO,1998}}{\sqrt{S_{TOT,1998}^2}}$$

$$StdX_{RFEP,2002} = \frac{X_{RFEP,2002} - \bar{X}_{RFEP,1998}}{\sqrt{S_{TOT,1998}^2}}$$

After standardizing 2002 scores, we measure gain by comparing the subgroups' means in 2002 to those in 1998. This generates measures of subgroup improvement from the first to final year of data. To obtain an annual average gains, we divided that number by 4 (the number of years following the starting year of the SAT-9). This approach generates standardized annual gain figures for each grade level that are comparable across grades and tests. The gains in the CST were calculated using this same approach.

Methodological Note 2: Gap Standardization

Whenever we analyze test score gaps between different student subpopulations it is important to consider the implications of changes in the relative sizes of these groups over time. That is, increases in the relative importance of a particular group (in terms of the number of students) will drive that groups' average test score closer to the overall mean, simply because this mean is defined more and more by this subgroup. In the case of standardized test scores that are centered around an overall mean of zero, increases in the relative size of a particular group will create the effect of driving that groups' average closer to zero.

In order to isolate the effect of changes in the average test score from changes in the relative size of a particular subpopulation, it is necessary to use a constant relative size for that subgroup over time. One approach – and the one used in this study – is to maintain the relative size of each subpopulation equal to its original one. As an example, lets imagine we would like to analyze the change in the average standardized test score of ELs, EOs and RFEPs from 1998 to 2004. Lets define $N_{EL,1998}$, $N_{EO,1998}$, and $N_{RFEP,1998}$ as the number of ELs, EOs and RFEPs in 1998, respectively. The average test scores in 1998 are defined by:

$$\bar{X}_{EL,1998}, \quad \bar{X}_{EO,1998}, \quad \bar{X}_{RFEP,1998}$$

And the test score variance of each group in 1998 is defined as:

$$S_{EL,1998}^2, \quad S_{EO,1998}^2, \quad S_{RFEP,1998}^2$$

The equivalent nomenclature is used to define these variables in 2004. In order to estimate the average standardized test score of ELs in 1998 and 2004 we estimate:

$$Std.\bar{X}_{EL,1998} = \frac{\bar{X}_{EL,1998} - \bar{X}_{TOT,1998}}{\sqrt{S_{TOT,1998}^2}}, Std.\bar{X}_{EL,2004} = \frac{\bar{X}_{EL,2004} - \bar{X}_{TOT,2004}}{\sqrt{S_{TOT,2004}^2}}$$

Where *TOT* implies an overall test score average or variance. In order to maintain a constant relative size of each group, these overall average and variance of 1998 and 2004 have to use the same group sizes in their respective equations. In other words, to estimate the overall average for 1998 and 2004 we calculate:

$$\bar{X}_{TOT,1998} = \frac{(N_{EL,1998} * \bar{X}_{EL,1998} + N_{EO,1998} * \bar{X}_{EO,1998} + N_{RFEP,1998} * \bar{X}_{RFEP,1998})}{N_{TOT,1998}}$$

$$\bar{X}_{TOT,2004} = \frac{(N_{EL,1998} * \bar{X}_{EL,2004} + N_{EO,1998} * \bar{X}_{EO,2004} + N_{RFEP,1998} * \bar{X}_{RFEP,2004})}{N_{TOT,1998}}$$

Where $N_{TOT,1998}$ is equal to the sum of $N_{EL,1998}$, $N_{EO,1998}$, and $N_{RFEP,1998}$. Equivalently, the overall variance for 1998 is defined by:

$$S_{TOT,1998}^2 = \frac{[(N_{EL,1998} - 1) * S_{EL,1998}^2 + (N_{EO,1998} - 1) * S_{EO,1998}^2 + (N_{RFEP,1998} - 1) * S_{RFEP,1998}^2]}{N_{TOT,1998} - 3}$$

$$+ \frac{N_{EL,1998}}{N_{TOT,1998}} * (\bar{X}_{EL,1998} - \bar{X}_{TOT,1998}) + \frac{N_{EO,1998}}{N_{TOT,1998}} * (\bar{X}_{EO,1998} - \bar{X}_{TOT,1998})$$

$$+ \frac{N_{RFEP,1998}}{N_{TOT,1998}} * (\bar{X}_{RFEP,1998} - \bar{X}_{TOT,1998})$$

The first ratio of the right hand side represents the estimated *within-group variance*, while the rest of the right hand side represents the estimated *across-group variance*. As with the overall averages, the overall variance for 2004 uses the same relative groups sizes as in 1998:

$$S_{TOT,2004}^2 = \frac{[(N_{EL,1998} - 1) * S_{EL,2004}^2 + (N_{EO,1998} - 1) * S_{EO,2004}^2 + (N_{RFEP,1998} - 1) * S_{RFEP,2004}^2]}{N_{TOT,1998} - 3}$$

$$+ \frac{N_{EL,1998}}{N_{TOT,1998}} * (\bar{X}_{EL,2004} - \bar{X}_{TOT,2004}) + \frac{N_{EO,1998}}{N_{TOT,1998}} * (\bar{X}_{EO,2004} - \bar{X}_{TOT,2004})$$

$$+ \frac{N_{RFEP,1998}}{N_{TOT,1998}} * (\bar{X}_{RFEP,2004} - \bar{X}_{TOT,2004})$$

Methodological Note 3: Comparison between STAR Program Variable and the R30 Language Census Data in 2002-03

In our Year 3 report, we discussed limitations of the instructional program variables included in the 2001-02 STAR database. Respondents reported program participation using three variables: EL in ELD, EL in Bilingual, and EL in SDAIE. Not only did these instructional program options vary somewhat from information collected through the 2001-02 R-30 Language Census, but our preliminary analyses found that instructional program information was missing for approximately 20 percent of ELs. In addition, since respondents could mark multiple options, some of the program participation combinations indicated by the data were difficult to interpret (e.g., EL students indicated as receiving Bilingual, SDAIE, and ELD).

Instead, the 2002-03 STAR database included a single EL instructional program variable with five options:

- EL in ELD
- EL in ELD and SDAIE
- EL in ELD and SDAIE with primary language support
- EL in ELD and academic subjects through primary language
- Missing

While still not identical, the 2002-03 R-30 Language Census database included similar options for the EL instructional programs:

- EL in ELD
- EL in ELD and SDAIE
- EL in ELD and SDAIE with primary language support
- EL in ELD and academic subjects through primary language
- Other
- Not receiving instructional services

The following exhibit compares instructional program data reported through the STAR and R-30 Language Census in 2002-03. Since R-30 data report the total number of ELs in K, 1st grade, and 12th grade as 377,801 students, this may account for the discrepancy in total number of ELs between the two data sources seen in the table.

Comparison between the STAR and R30 Language Census Classifications for EL Instructional Programs

Program Type	Total Number of EL Students, Grades 2-11 (STAR)	Total Number of EL Students (R30)	Percentage of EL Students, Grades 2-11 (STAR)	Percentage of EL Students (R30)
ELD	252,424	187,693	21.1%	11.7%
ELD and SDAIE	400,235	694,425	33.4%	43.4%
ELD, SDAIE and primary language support	290,667	342,128	24.2%	21.4%
ELD and academic subject through primary language	70,432	141,428	5.9%	8.8%
Other	N/A	177,411	N/A	11.1%
No services	N/A	56,457	N/A	3.5%
Missing	185,497	N/A	15.5%	N/A
Total	1,199,237	1,599,542	100%	100%

While data across the STAR and R-30 Language Census have become are much more consistent with regard to EL instructional programs, it is important to note that 2002-03 instructional program variable options still vary slightly between the two data sources, with the STAR including a missing option and the R-30 offering no services and missing options. The 2003-04 STAR used the same instructional program variable as that used in 2002-03.

Methodological Note 4: Survival Methodology

From the student-level STAR database it is possible to obtain the number of years English learners have been classified as such in the U.S. This information serves as a proxy of our variable of interest, the time for redesignation in California. Unfortunately, the student-level STAR database does not contain a variable that indicates the number of years spent as an EL in California, but only the number of years they have been in the U.S. This complicates our ability somewhat to derive estimates of the prognosis for redesignation for students in California schools.

For RFEPs we face a different estimation problem. In this case, we have to use the grade they entered their school district (variable only available in the 2003 student-level STAR database) in order to estimate the time for redesignation in California. Given student mobility across districts, this approach tends to underestimate the time for redesignation in the state. Again, our analysis is constrained somewhat by the fact that the student-level STAR database does not indicate the year and English language proficiency of each student when entering the state.

However, the STAR database is still very useful in allowing the derivation of redesignation estimates. It contains one record per student, and for redesignated students a proxy of the time to redesignation can be derived. This database also indicates the current English proficiency of each student. This variable is crucial, given that we do not know when ELs will be redesignated. With this information, it is possible to estimate the number of students classified as ELs who will be redesignated within a given time period. Combining this with the number of students that actually got redesignated during each period, it is possible to estimate the probability of redesignation for each period. This is estimated as:

$$\hat{h}_t = \frac{\text{number of students redesignated}_t}{\text{all ELs observed in the period}_t}$$

Given that the survival function represents the probability of not being redesignated before a certain period, it is simply defined as:

$$\hat{S}_t = (1 - \hat{h}_t) * (1 - \hat{h}_{(t-1)}) * (1 - \hat{h}_{(t-2)}) * \dots * (1 - \hat{h}_1) = \prod_{i=1}^t (1 - \hat{h}_i)$$

This formula gives the probability that an EL will not be redesignated at the end of period “t” if he has not been redesignated in any of the periods he has been classified as an EL in the state. Note, that the probability of not being redesignated in each period is just one minus the percentage of students who were redesignated during the observed period.

The crucial assumption of survival analysis is that students observed over longer periods of time represent a random sample of the overall group of students. Only under this condition is it possible to construct survival curves. This assumption allows use to use the history of students we observe over longer periods of time to infer the history of those we follow over a shorter time span.

This analysis creates a “survival function” by combining the probabilities of an EL student being redesignated each year. This function describes the percentage of students that have *not* been redesignated after spending a certain number of years in California schools. In other words, this survival function accumulates the estimated redesignation probabilities of the different periods and shows the percentage of students that still have *not* been redesignated after a certain number of years. At the beginning of the analysis period, all EL students (100 percent) are classified as “not proficient English learners.” After the first year a certain percentage of them will have been redesignated, and this percentage will continue to increase each year as more are redesignated.

Exhibit 1: English Learner Inclusion Rate in SAT9/CAT6 Language Arts, Reading, and Math, by Year and Grade*

Language Arts

Grade	1998	1999	2000	2001	2002	2003	2004
2	69.8%	79.5%	85.7%	92.5%	95.5%	97.2%	98.5%
3	73.1%	82.4%	88.9%	94.6%	97.0%	99.2%	100.4%
4	79.0%	83.7%	90.7%	95.3%	98.2%	101.1%	102.0%
5	80.5%	84.8%	90.5%	95.5%	98.6%	101.6%	103.2%
6	79.9%	83.3%	89.7%	93.9%	96.9%	101.3%	101.3%
7	78.6%	82.2%	88.5%	92.8%	95.5%	100.3%	101.2%
8	77.8%	82.4%	89.1%	92.2%	95.2%	99.5%	100.9%
9	62.5%	71.9%	79.8%	83.4%	86.5%	88.6%	91.8%
10	63.6%	72.6%	81.3%	83.1%	85.3%	87.5%	91.9%
11	63.1%	72.4%	80.3%	82.9%	83.0%	84.7%	89.5%

Reading

Grade	1998	1999	2000	2001	2002	2003	2004
2	63.4%	75.2%	82.3%	89.4%	93.1%	97.2%	98.5%
3	73.7%	82.6%	89.3%	94.8%	96.9%	99.2%	100.4%
4	74.2%	80.3%	88.4%	92.4%	95.7%	101.1%	102.0%
5	77.3%	82.6%	89.1%	93.4%	96.8%	101.6%	103.2%
6	78.5%	82.9%	89.7%	93.1%	96.1%	101.3%	101.3%
7	78.2%	82.5%	89.4%	92.9%	95.5%	100.3%	101.2%
8	77.5%	83.1%	89.5%	92.3%	95.1%	99.5%	100.9%
9	62.3%	72.3%	79.7%	83.3%	86.2%	88.6%	91.8%
10	64.3%	73.6%	81.7%	83.6%	85.4%	87.5%	91.9%
11	63.5%	73.2%	80.6%	83.0%	82.9%	84.7%	89.5%

Math

Grade	1998	1999	2000	2001	2002	2003	2004
2	74.2%	81.4%	87.5%	93.9%	96.8%	97.3%	98.5%
3	77.2%	84.5%	90.9%	96.3%	98.4%	99.2%	100.4%
4	80.9%	85.0%	92.1%	96.1%	98.8%	101.2%	102.0%
5	82.0%	85.9%	91.7%	96.2%	99.2%	101.7%	103.2%
6	82.4%	85.2%	91.7%	95.2%	97.9%	101.3%	101.2%
7	80.7%	84.0%	90.7%	94.3%	96.4%	100.2%	101.1%
8	79.6%	84.0%	90.5%	93.6%	96.0%	99.3%	100.8%
9	64.8%	73.8%	81.4%	85.1%	87.8%	88.3%	91.6%
10	66.3%	74.8%	83.0%	84.9%	86.6%	87.2%	91.7%
11	65.1%	74.0%	81.6%	84.0%	83.6%	84.3%	89.2%

* The inclusion rate for English Learners is the total number of EL students taking the test according to the STAR database divided by the EL enrollment according to the Language Census. Inclusion rates bigger than 100% are due to discrepancies between STAR and Language Census data.

Source: STAR and Language Census, 1998-2004

Exhibit 2: English Only Inclusion Rate in SAT9/CAT6 Language Arts, Reading, and Math, by Year and Grade*

Language Arts							
Grade	1998	1999	2000	2001	2002	2003	2004
2	96.8%	96.3%	98.1%	98.4%	96.0%	96.8%	97.3%
3	95.9%	95.3%	97.7%	98.0%	96.0%	96.8%	97.5%
4	97.5%	95.1%	98.1%	93.0%	94.2%	94.5%	95.3%
5	97.8%	95.2%	98.1%	97.9%	96.0%	97.5%	97.9%
6	96.6%	94.2%	97.0%	97.4%	95.6%	97.4%	97.8%
7	96.2%	94.0%	96.3%	92.3%	92.9%	93.6%	94.3%
8	96.0%	94.1%	96.9%	96.7%	94.9%	96.5%	96.9%
9	95.3%	93.4%	95.4%	95.6%	91.7%	92.2%	94.0%
10	95.2%	93.0%	94.9%	95.0%	90.4%	90.3%	92.5%
11	95.1%	92.6%	94.4%	94.4%	88.1%	86.8%	89.7%

Reading							
Grade	1998	1999	2000	2001	2002	2003	2004
2	92.5%	93.2%	95.7%	96.1%	93.9%	96.8%	97.3%
3	96.8%	95.7%	98.2%	98.3%	96.2%	96.8%	97.5%
4	94.7%	93.3%	96.9%	91.7%	92.9%	94.5%	95.3%
5	96.3%	94.3%	97.5%	97.0%	95.1%	97.5%	97.9%
6	96.6%	94.5%	97.4%	97.3%	95.4%	97.4%	97.8%
7	96.8%	94.8%	97.4%	92.8%	93.3%	93.6%	94.3%
8	96.8%	95.1%	97.4%	97.4%	95.2%	96.5%	96.9%
9	95.6%	93.7%	95.4%	95.6%	91.7%	92.2%	94.0%
10	95.8%	93.8%	95.5%	95.5%	90.7%	90.3%	92.5%
11	95.6%	93.3%	94.9%	94.7%	88.4%	86.8%	89.7%

Math							
Grade	1998	1999	2000	2001	2002	2003	2004
2	98.2%	97.1%	98.9%	99.0%	96.5%	96.8%	97.2%
3	98.4%	96.6%	99.0%	99.1%	97.0%	96.8%	97.4%
4	98.5%	96.0%	98.9%	93.4%	94.4%	94.4%	95.2%
5	98.6%	95.7%	98.7%	98.2%	96.1%	97.5%	97.8%
6	98.2%	95.4%	98.3%	98.0%	96.1%	97.3%	97.7%
7	97.4%	95.1%	97.7%	92.9%	93.5%	93.5%	94.2%
8	97.2%	95.2%	97.4%	97.3%	95.2%	96.4%	96.8%
9	96.7%	94.3%	96.2%	96.3%	92.2%	91.9%	93.7%
10	96.7%	94.1%	96.0%	95.9%	90.9%	90.1%	92.2%
11	96.2%	93.5%	95.2%	95.0%	88.6%	86.4%	89.2%

* The inclusion rate for English Only students is the total number of EO students taking the test divided by the EO enrollment according to the STAR.
Source: STAR, 1998-2004

Exhibit 3: SAT-9 Reading, Grades 2–11, Mean Scale Scores

Grade 2 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	571	546	545	581	579	580
1999	576	552	551	587	586	587
2000	581	558	557	592	595	591
2001	583	563	561	595	592	596
2002	585	567	566	596	597	599
Gain (1998-2002)*	14	21	21	15	18	19

Grade 3 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	600	571	568	611	610	607
1999	604	577	574	617	617	613
2000	608	582	579	621	621	617
2001	611	586	582	625	620	623
2002	612	589	586	626	623	625
Gain (1998-2002)*	12	18	18	15	13	18

Grade 4 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	626	599	594	637	639	634
1999	630	603	598	641	643	639
2000	632	607	601	644	645	641
2001	635	611	604	647	645	647
2002	637	615	608	649	647	650
Gain (1998-2002)*	11	16	14	12	8	16

Grade 5 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	643	617	611	653	649	650
1999	645	621	614	656	654	654
2000	646	623	615	656	655	654
2001	647	626	617	658	655	658
2002	649	629	619	660	658	661
Gain (1998-2002)*	6	12	8	7	9	11

Grade 6 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	655	632	624	664	658	661
1999	658	636	628	667	660	665
2000	658	638	629	668	663	666
2001	660	640	630	669	663	669
2002	660	642	632	669	664	671
Gain (1998-2002)*	5	10	8	5	6	10

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

Exhibit 3: SAT-9 Reading, Grades 2–11, Mean Scale Scores (cont.)

Grade 7 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	670	644	633	680	673	677
1999	672	647	636	683	675	680
2000	673	649	637	683	676	681
2001	674	651	639	684	678	684
2002	675	653	640	684	679	686
Gain (1998-2002)*	5	9	7	4	6	9

Grade 8 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	684	660	649	693	685	689
1999	686	663	652	696	688	692
2000	687	664	652	696	688	692
2001	687	666	654	696	689	695
2002	687	667	654	696	690	696
Gain (1998-2002)*	3	7	5	3	5	7

Grade 9 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	684	659	650	692	682	686
1999	684	662	652	693	683	689
2000	685	663	653	693	684	688
2001	684	663	652	692	684	691
2002	684	665	653	693	685	691
Gain (1998-2002)*	0	6	3	1	3	5

Grade 10 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	689	665	654	698	687	692
1999	690	668	656	698	689	693
2000	690	668	656	698	689	693
2001	691	669	656	698	690	696
2002	690	670	657	698	690	696
Gain (1998-2002)*	1	5	3	0	3	4

Grade 11 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	697	674	662	704	695	700
1999	697	677	663	704	696	701
2000	697	676	664	704	697	699
2001	697	677	664	703	697	703
2002	697	679	664	704	698	703
Gain (1998-2002)*	0	5	2	0	3	3

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

Exhibit 4: SAT-9 Reading, Grades 2–11, Standard Deviations

Grade 2 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	43	33	32	43	41	41
1999	43	33	33	42	38	41
2000	43	35	34	42	37	40
2001	42	35	35	41	36	40
2002	41	36	35	41	37	39

Grade 3 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	46	34	32	46	37	41
1999	45	34	32	45	34	40
2000	45	34	32	45	33	40
2001	45	35	33	44	33	40
2002	44	35	34	44	34	39

Grade 4 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	45	34	30	44	36	41
1999	44	34	31	43	34	40
2000	44	34	31	43	32	40
2001	43	35	31	43	32	39
2002	43	35	32	42	32	39

Grade 5 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	41	32	28	40	32	37
1999	40	32	28	39	31	37
2000	40	32	28	39	30	37
2001	39	32	28	39	29	36
2002	39	33	28	38	29	35

Grade 6 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	37	29	25	36	29	34
1999	37	29	25	36	29	33
2000	37	30	25	36	29	34
2001	37	30	25	36	29	34
2002	36	30	25	36	28	34

Source: STAR, 1998-2002

Exhibit 4: SAT-9 Reading, Grades 2–11, Standard Deviations (cont.)

Grade 7 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	41	35	29	39	33	37
1999	40	34	29	38	31	36
2000	41	35	30	39	32	36
2001	41	36	30	39	32	37
2002	41	36	30	39	32	37

Grade 8 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	38	32	26	36	29	34
1999	37	32	26	35	28	33
2000	37	32	27	36	28	33
2001	37	32	27	36	29	33
2002	37	33	27	36	29	34

Grade 9 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	37	29	24	36	29	34
1999	37	29	23	36	28	34
2000	36	29	24	36	28	34
2001	37	29	24	36	28	34
2002	36	30	24	36	28	34

Grade 10 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	37	31	25	36	29	34
1999	37	31	25	36	29	34
2000	37	31	25	36	29	35
2001	38	31	25	37	30	35
2002	38	32	25	38	30	35

Grade 11 (Reading)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	37	31	26	36	28	34
1999	37	31	26	36	28	34
2000	37	31	26	37	28	34
2001	38	32	26	38	30	36
2002	38	33	27	38	30	36

Source: STAR, 1998-2002

Exhibit 5: SAT-9 Reading, Grades 2–11, Sample Sizes

Grade 2 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	411,091	104,870	101,399	234,505	3,471	29,771
1999	427,734	128,737	124,851	239,615	3,886	30,405
2000	437,930	143,162	138,791	257,370	4,371	35,207
2001	457,062	161,204	155,041	259,307	6,163	34,987
2002	463,294	169,046	163,194	257,613	5,852	35,424

Grade 3 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	423,125	111,178	104,333	235,728	6,845	30,080
1999	451,709	135,335	126,790	253,292	8,545	32,348
2000	461,237	150,997	140,632	272,074	10,365	35,890
2001	465,148	160,579	144,660	267,995	15,919	34,917
2002	473,785	171,803	157,207	266,078	14,596	34,638

Grade 4 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	407,807	108,341	96,149	224,061	12,192	30,630
1999	418,261	120,275	106,670	238,124	13,605	30,601
2000	457,618	143,529	125,048	275,717	18,481	36,292
2001	464,661	157,501	130,292	272,099	27,209	33,815
2002	464,148	162,550	132,498	265,815	30,052	34,814

Grade 5 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	405,834	106,996	88,298	220,182	18,698	31,543
1999	416,674	120,068	97,732	235,128	22,336	32,224
2000	440,150	134,018	108,140	269,107	25,878	35,168
2001	470,047	153,310	118,623	281,165	34,687	34,273
2002	473,252	163,280	123,695	274,452	39,585	34,427

Grade 6 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	402,107	100,435	76,891	215,136	23,544	32,420
1999	402,178	111,294	82,667	226,425	28,627	31,838
2000	429,670	127,553	93,752	264,640	33,801	35,343
2001	445,565	138,687	98,874	272,906	39,813	32,492
2002	475,557	155,839	108,525	283,683	47,314	34,978

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 5: SAT-9 Reading, Grades 2–11, Sample Sizes (cont.)

Grade 7 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	400,236	94,562	69,074	207,020	25,488	34,730
1999	398,793	104,294	73,906	223,296	30,388	33,576
2000	415,894	118,794	83,287	259,222	35,507	35,647
2001	438,810	132,455	89,607	271,152	42,848	33,770
2002	453,747	139,819	94,106	277,653	45,713	35,188

Grade 8 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	387,379	88,480	62,319	201,337	26,161	35,799
1999	395,215	100,090	67,477	222,531	32,613	34,921
2000	409,369	112,952	75,693	257,584	37,259	36,621
2001	422,124	125,059	80,875	262,968	44,184	32,738
2002	443,274	135,171	86,982	271,819	48,189	35,349

Grade 9 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	394,784	74,589	52,720	181,202	21,869	37,876
1999	402,384	92,155	62,634	217,122	29,521	38,746
2000	421,867	105,047	70,897	270,912	34,150	43,556
2001	432,672	118,323	77,360	272,709	40,963	39,273
2002	450,169	130,489	84,252	278,673	46,237	39,492

Grade 10 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	360,926	64,614	43,581	163,682	21,033	36,198
1999	367,800	77,235	50,805	198,522	26,430	39,545
2000	382,908	88,712	57,758	249,668	30,954	42,455
2001	396,288	99,019	62,156	256,684	36,863	38,823
2002	405,038	107,443	66,170	257,895	41,273	38,501

Grade 11 (Reading)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	307,627	51,513	32,515	141,655	18,998	31,945
1999	316,750	63,168	38,000	170,383	25,168	35,887
2000	328,823	69,918	43,423	217,222	26,495	39,874
2001	336,779	79,298	46,966	220,424	32,332	35,461
2002	350,077	86,429	49,994	227,024	36,435	35,647

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 6: SAT-9 Language Arts, Grades 2–11, Mean Scale Score

Grade 2 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	581	560	559	589	587	588
1999	585	565	564	595	594	595
2000	589	570	569	599	602	599
2001	590	573	572	600	598	602
2002	592	576	575	601	602	604
Gain (1998-2002)*	11	16	16	12	15	16

Grade 3 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	596	575	573	604	612	606
1999	602	582	579	612	622	614
2000	607	587	584	616	628	618
2001	610	592	588	620	626	623
2002	612	595	592	621	629	627
Gain (1998-2002)*	16	20	19	17	17	21

Grade 4 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	620	601	596	628	639	630
1999	623	604	599	631	642	634
2000	626	608	603	634	646	637
2001	629	613	606	637	645	642
2002	631	617	610	639	647	646
Gain (1998-2002)*	11	16	14	11	8	16

Grade 5 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	634	614	608	641	646	643
1999	636	618	611	644	651	647
2000	638	621	613	645	653	648
2001	640	624	616	648	654	653
2002	643	628	618	650	657	656
Gain (1998-2002)*	9	14	10	9	11	13

Grade 6 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	643	625	618	649	650	651
1999	646	629	621	653	653	655
2000	647	631	622	654	657	657
2001	649	634	624	655	658	661
2002	651	637	626	657	661	663
Gain (1998-2002)*	8	12	8	8	11	12

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

Exhibit 6: SAT-9 Language Arts, Grades 2–11, Mean Scale Score (cont.)

Grade 7 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	655	635	626	662	660	663
1999	658	639	629	666	663	667
2000	659	641	631	667	665	668
2001	661	643	632	668	667	672
2002	662	645	634	669	669	675
Gain (1998-2002)*	7	10	8	7	9	12

Grade 8 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	661	641	632	669	664	668
1999	664	645	634	672	667	671
2000	665	646	635	673	669	672
2001	666	648	636	674	670	676
2002	667	649	637	674	672	677
Gain (1998-2002)*	6	8	5	5	8	9

Grade 9 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	668	651	642	674	671	674
1999	670	653	644	676	673	678
2000	671	654	644	677	675	677
2001	672	655	644	678	675	682
2002	672	657	645	678	677	682
Gain (1998-2002)*	4	6	3	4	6	8

Grade 10 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	669	649	639	676	669	673
1999	671	651	641	678	672	676
2000	672	652	641	678	673	676
2001	673	653	641	679	674	681
2002	674	655	642	680	676	682
Gain (1998-2002)*	5	6	3	4	7	9

Grade 11 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	678	660	650	684	678	682
1999	680	663	652	686	681	685
2000	681	664	652	686	682	684
2001	681	664	652	686	682	688
2002	683	666	653	688	684	690
Gain (1998-2002)*	5	6	3	4	6	8

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

Exhibit 7: SAT-9 Language Arts, Grades 2–11, Standard Deviations

Grade 2 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	39	31	30	40	38	38
1999	40	32	31	40	37	38
2000	40	34	33	40	37	38
2001	40	34	33	40	37	39
2002	40	34	34	40	37	38

Grade 3 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	41	33	31	41	40	41
1999	42	34	32	42	38	41
2000	42	35	34	42	36	41
2001	42	36	34	42	36	41
2002	42	37	35	42	36	41

Grade 4 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	40	35	31	40	36	40
1999	40	35	32	39	35	39
2000	40	35	32	39	33	39
2001	40	36	33	39	33	39
2002	40	36	33	39	33	38

Grade 5 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	40	33	30	40	33	38
1999	40	34	30	40	33	38
2000	40	35	31	40	32	39
2001	40	35	31	40	32	38
2002	40	35	31	40	32	38

Grade 6 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	36	31	27	36	30	35
1999	37	32	28	36	31	35
2000	37	33	28	37	31	36
2001	37	33	29	37	31	37
2002	37	33	29	38	31	36

Grade 7 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	38	32	27	38	32	37
1999	39	33	27	38	31	36
2000	39	33	28	39	32	37
2001	40	34	29	40	33	38
2002	40	34	29	40	32	39

Source: STAR, 1998-2002

Exhibit 7: SAT-9 Language Arts, Grades 2–11, Standard Deviations (cont.)

Grade 8 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	39	31	26	39	31	37
1999	39	32	26	40	31	37
2000	40	32	27	40	31	38
2001	40	33	27	41	32	38
2002	41	34	28	42	32	40

Grade 9 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	35	30	25	35	30	35
1999	36	30	25	35	30	35
2000	36	31	25	36	31	36
2001	37	32	26	37	31	37
2002	37	32	26	38	31	37

Grade 10 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	39	31	25	39	32	38
1999	39	32	25	39	33	38
2000	40	32	25	40	33	39
2001	41	33	26	41	34	40
2002	41	34	26	42	34	41

Grade 11 (Language Arts)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	35	30	25	35	29	34
1999	36	30	25	36	30	35
2000	37	31	25	37	30	36
2001	38	32	26	38	32	38
2002	38	33	26	38	32	38

Source: STAR, 1998-2002

Exhibit 8: SAT-9 Language Arts, Grades 2–11, Sample Sizes

Grade 2 (Language Arts)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	436,607	115,364	111,752	245,384	3,612	31,035
1999	445,416	136,014	132,028	247,653	3,986	31,365
2000	451,213	148,927	144,468	263,991	4,459	36,023
2001	469,492	166,741	160,476	265,430	6,265	35,694
2002	473,867	173,262	167,325	263,315	5,937	36,022

Grade 3 (Language Arts)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	419,311	110,277	103,467	233,584	6,810	29,808
1999	450,016	134,912	126,417	252,250	8,495	32,219
2000	458,979	150,229	139,922	270,780	10,307	35,717
2001	463,691	160,171	144,307	267,059	15,864	34,804
2002	473,488	171,953	157,359	265,692	14,594	34,575

Grade 4 (Language Arts)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	422,726	114,699	102,279	230,614	12,420	31,400
1999	428,748	125,010	111,300	242,692	13,710	31,111
2000	464,818	146,828	128,251	279,132	18,577	36,751
2001	473,184	161,757	134,319	275,884	27,438	34,270
2002	471,906	166,244	135,975	269,475	30,269	35,188

Grade 5 (Language Arts)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	414,400	110,742	91,898	223,766	18,844	32,015
1999	422,300	122,792	100,380	237,355	22,412	32,530
2000	443,655	135,717	109,846	270,712	25,871	35,335
2001	475,708	156,070	121,214	283,787	34,856	34,542
2002	478,345	165,737	126,010	276,822	39,727	34,672

Grade 6 (Language Arts)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	403,657	101,786	78,272	215,249	23,514	32,333
1999	401,888	111,604	83,106	225,934	28,498	31,704
2000	428,120	127,191	93,747	263,636	33,444	35,164
2001	446,927	139,485	99,737	273,436	39,748	32,529
2002	476,917	156,712	109,478	284,144	47,234	35,002

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 8: SAT-9 Language Arts, Grades 2–11, Sample Sizes (cont.)

Grade 7 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	398,397	94,669	69,364	205,734	25,305	34,424
1999	395,531	103,845	73,673	221,264	30,172	33,303
2000	411,266	117,468	82,478	256,345	34,990	35,263
2001	436,700	132,059	89,482	269,598	42,577	33,625
2002	452,503	139,690	94,179	276,634	45,511	35,088

Grade 8 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	385,212	88,581	62,537	199,632	26,044	35,555
1999	390,799	99,143	66,892	220,134	32,251	34,522
2000	407,193	112,420	75,394	256,152	37,026	36,411
2001	419,588	124,622	80,809	261,073	43,813	32,552
2002	442,010	135,013	87,081	270,834	47,932	35,222

Grade 9 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	394,195	74,715	52,863	180,743	21,852	37,862
1999	400,932	91,788	62,324	216,501	29,464	38,538
2000	421,815	105,102	70,988	270,795	34,114	43,592
2001	432,628	118,371	77,436	272,586	40,935	39,290
2002	450,761	130,917	84,543	278,812	46,374	39,493

Grade 10 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	357,863	63,968	43,118	162,567	20,850	35,899
1999	364,241	76,316	50,140	196,912	26,176	39,199
2000	381,029	88,413	57,465	248,329	30,948	42,232
2001	394,344	98,560	61,818	255,348	36,742	38,716
2002	404,099	107,330	66,068	257,162	41,262	38,436

Grade 11 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	305,549	51,152	32,264	140,959	18,888	31,801
1999	314,122	62,572	37,570	169,186	25,002	35,619
2000	327,266	69,653	43,231	216,082	26,422	39,728
2001	335,592	79,116	46,901	219,520	32,215	35,369
2002	349,384	86,465	50,004	226,346	36,461	35,602

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 9: SAT-9 Math, Grades 2–11, Mean Scale Score¹

Grade 2 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	564	549	548	571	575	573
1999	572	557	556	579	583	582
2000	579	563	562	586	593	588
2001	581	567	566	589	592	593
2002	585	572	571	592	598	597
Gain (1998-2002)*	21	23	23	21	23	24

Grade 3 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	590	574	572	597	610	600
1999	598	582	580	606	619	610
2000	605	590	587	613	627	617
2001	610	595	592	617	627	623
2002	613	599	597	620	631	627
Gain (1998-2002)*	23	25	25	23	21	27

Grade 4 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	613	597	592	620	635	624
1999	619	603	599	626	640	630
2000	625	609	604	632	645	636
2001	629	614	607	636	646	642
2002	632	619	612	639	649	646
Gain (1998-2002)*	19	22	20	19	14	22

Grade 5 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	638	621	615	644	651	648
1999	642	627	620	649	658	653
2000	646	631	624	653	662	657
2001	651	636	628	657	664	663
2002	653	639	630	660	667	667
Gain (1998-2002)*	15	18	15	16	16	19

Grade 6 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	655	637	629	662	664	665
1999	661	643	635	668	669	671
2000	663	647	637	670	673	674
2001	667	650	640	673	676	680
2002	669	654	643	676	679	683
Gain (1998-2002)*	14	17	14	14	15	18

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

¹ Students in grades 8 through 11 take course-specific CST mathematics exams (CST Algebra 1, CST Algebra 2, CST General Mathematics, CST Geometry, CST Integrated Math 1, CST Integrated Math 2, CST Integrated Math 3, and CST Summative High School Mathematics) that correspond to differentiated coursework. API calculation includes a school-wide CST Math score, which is calculated by averaging across tests. Similarly, these exhibits present scale scores which average across all CST math scores by grade.

Exhibit 9: SAT-9 Math, Grades 2–11, Mean Scale Score (cont.)

Grade 7 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	667	651	643	673	673	676
1999	670	655	647	676	676	679
2000	672	657	648	678	678	681
2001	674	660	650	680	681	686
2002	676	662	652	681	682	690
Gain (1998-2002)*	9	11	9	8	9	14

Grade 8 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	676	660	653	682	680	683
1999	680	664	656	685	683	688
2000	681	666	656	687	684	688
2001	682	668	658	688	686	692
2002	683	669	659	688	687	694
Gain (1998-2002)*	7	9	6	6	7	11

Grade 9 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	688	673	667	693	690	692
1999	690	676	669	695	692	697
2000	692	678	670	696	694	696
2001	692	678	670	697	694	701
2002	692	679	671	697	695	701
Gain (1998-2002)*	4	6	4	4	5	9

Grade 10 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	695	683	677	698	696	699
1999	697	687	680	701	699	702
2000	698	687	680	701	700	701
2001	698	687	680	701	700	706
2002	699	688	680	703	701	707
Gain (1998-2002)*	4	5	3	5	5	8

Grade 11 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	700	688	680	703	701	704
1999	702	692	684	706	705	709
2000	703	693	684	706	707	708
2001	704	692	684	706	705	711
2002	704	693	683	707	707	712
Gain (1998-2002)*	4	5	3	4	6	8

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 1998-2002

Exhibit 10: SAT-9 Math, Grades 2–11, Standard Deviations

Grade 2 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	42	37	37	42	41	40
1999	43	38	38	43	42	41
2000	43	39	39	43	40	41
2001	43	39	39	43	40	41
2002	42	39	39	42	41	41

Grade 3 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	42	37	35	42	41	42
1999	43	37	36	43	40	42
2000	43	39	37	44	39	43
2001	44	39	38	44	38	42
2002	44	40	39	44	38	43

Grade 4 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	41	36	32	41	38	41
1999	41	36	33	41	37	41
2000	42	37	34	42	36	41
2001	42	38	35	42	36	41
2002	42	38	36	42	35	41

Grade 5 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	40	34	30	40	35	40
1999	40	34	30	40	35	40
2000	41	35	31	41	36	41
2001	41	36	32	42	35	41
2002	41	37	33	42	35	41

Grade 6 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	41	35	30	42	37	42
1999	42	36	31	42	38	42
2000	43	37	32	43	39	44
2001	43	39	33	43	40	44
2002	44	39	34	44	39	44

Source: STAR, 1998-2002

Exhibit 10: SAT-9 Math, Grades 2–11, Standard Deviations (cont.)

Grade 7 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	39	32	26	39	37	41
1999	39	32	26	39	36	41
2000	40	34	28	41	38	42
2001	41	35	28	41	39	44
2002	42	36	29	42	39	45

Grade 8 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	37	31	26	37	35	40
1999	38	32	26	38	35	40
2000	38	32	26	39	36	40
2001	39	33	27	39	36	41
2002	39	34	27	39	37	43

Grade 9 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	36	30	26	36	33	37
1999	36	30	26	36	33	38
2000	37	31	26	37	34	38
2001	38	31	26	38	34	40
2002	37	31	26	38	34	40

Grade 10 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	34	30	27	34	31	36
1999	35	30	26	35	33	37
2000	35	30	26	36	33	37
2001	36	31	26	36	34	40
2002	36	31	26	37	33	40

Grade 11 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
1998	38	33	29	38	35	40
1999	38	34	29	39	36	41
2000	39	34	29	39	38	42
2001	40	34	29	40	38	44
2002	40	35	28	41	38	44

Source: STAR, 1998-2002

Exhibit 11: SAT-9 Math, Grades 2–11, Sample Sizes

Grade 2 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	448,870	122,413	118,740	249,000	3,673	31,444
1999	451,488	139,210	135,202	249,792	4,008	31,592
2000	456,572	151,929	147,442	266,109	4,487	36,224
2001	473,990	169,276	162,958	267,123	6,318	35,931
2002	477,782	175,585	169,627	264,792	5,958	36,125

Grade 3 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	433,600	116,269	109,327	239,603	6,942	30,497
1999	458,060	138,279	129,673	255,810	8,606	32,670
2000	466,381	153,476	143,075	274,403	10,401	36,183
2001	470,057	163,021	147,018	270,171	16,003	35,159
2002	478,858	174,262	159,596	268,447	14,666	34,859

Grade 4 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	428,987	117,215	104,707	233,099	12,508	31,676
1999	433,380	126,815	112,988	244,846	13,827	31,400
2000	469,570	148,972	130,304	281,450	18,668	36,988
2001	475,585	162,914	135,444	277,006	27,470	34,378
2002	473,470	167,096	136,817	270,159	30,279	35,207

Grade 5 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	418,918	112,622	93,661	225,508	18,961	32,305
1999	425,388	124,110	101,593	238,717	22,517	32,745
2000	447,292	137,272	111,286	272,533	25,986	35,573
2001	477,442	156,961	122,062	284,546	34,899	34,611
2002	479,573	166,542	126,779	277,220	39,763	34,683

Grade 6 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	411,548	104,498	80,698	218,755	23,800	32,939
1999	407,693	113,758	84,985	228,691	28,773	32,118
2000	434,602	129,762	95,812	267,060	33,950	35,615
2001	450,254	141,060	101,076	275,004	39,984	32,688
2002	479,798	157,939	110,520	285,644	47,419	35,137

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 11: SAT-9 Math, Grades 2–11, Sample Sizes (cont.)

Grade 7 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	404,738	96,818	71,227	208,363	25,591	34,913
1999	401,064	105,666	75,238	223,931	30,428	33,685
2000	417,949	120,069	84,491	259,867	35,578	35,775
2001	440,665	133,877	90,974	271,472	42,903	33,885
2002	455,390	140,823	95,069	278,209	45,754	35,265

Grade 8 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	390,807	90,302	64,018	202,215	26,284	35,991
1999	395,916	100,805	68,235	222,630	32,570	34,951
2000	410,160	113,779	76,527	257,456	37,252	36,697
2001	423,198	126,211	82,055	262,831	44,156	32,794
2002	444,203	136,054	87,872	271,839	48,182	35,367

Grade 9 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	401,441	76,967	54,815	183,262	22,152	38,329
1999	406,207	93,668	63,942	218,616	29,726	38,963
2000	426,202	106,724	72,386	273,205	34,338	43,889
2001	436,939	120,252	79,022	274,707	41,230	39,548
2002	454,017	132,379	85,863	280,393	46,516	39,689

Grade 10 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	365,063	66,020	44,912	165,080	21,108	36,475
1999	369,677	78,209	51,651	199,187	26,558	39,631
2000	385,594	89,830	58,659	251,013	31,171	42,651
2001	398,397	100,088	63,093	257,614	36,995	38,907
2002	407,003	108,449	67,067	258,667	41,382	38,691

Grade 11 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
1998	310,517	52,361	33,311	142,626	19,050	32,230
1999	317,536	63,651	38,430	170,700	25,221	35,933
2000	330,601	70,568	43,969	218,028	26,599	40,157
2001	338,090	79,920	47,533	220,975	32,387	35,571
2002	351,116	86,908	50,416	227,485	36,492	35,719

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 1998-2002

Exhibit 12: CAT6 Reading Grades 2–11, Mean Scale Scores

Grade 2 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	603	586	585	613	607	614
2004	604	588	587	613	619	617
Gain (2003-2004)*	1	2	2	0	12	3

Grade 3 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	616	598	595	627	627	628
2004	617	599	596	627	635	628
Gain (2003-2004)*	0	1	0	0	8	0

Grade 4 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	626	606	600	637	641	641
2004	627	608	601	637	648	642
Gain (2003-2004)*	1	2	1	0	7	1

Grade 5 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	645	627	617	654	658	658
2004	645	629	619	653	661	658
Gain (2003-2004)*	0	2	1	0	3	0

Grade 6 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	649	630	618	657	660	662
2004	650	633	619	658	662	663
Gain (2003-2004)*	1	2	1	1	1	1

Grade 7 Reading						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	657	634	619	667	666	670
2004	657	636	618	667	669	671
Gain (2003-2004)*	0	2	0	0	3	1

Grade 8 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	664	642	625	674	670	677
2004	665	643	624	675	672	678
Gain (2003-2004)*	0	2	-1	1	2	1

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2003-2004

Exhibit 12: CAT6 Reading Grades 2–11, Mean Scale Scores (cont.)

Grade 9 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	671	647	630	681	676	682
2004	670	647	628	680	677	682
Gain (2003-2004)*	-1	0	-3	-1	1	1

Grade 10 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	676	655	638	684	683	687
2004	676	656	636	684	684	689
Gain (2003-2004)*	0	1	-2	0	1	2

Grade 11 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	691	674	658	696	696	700
2004	691	675	657	696	697	701
Gain (2003-2004)*	0	1	-1	1	0	1

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2003-2004

Exhibit 13: CAT6 Reading Grades 2–11, Standard Deviations

Grade 2 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	42	39	39	41	38	36
2004	42	39	39	42	33	37

Grade 3 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	45	42	42	44	36	37
2004	45	42	42	44	30	37

Grade 4 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	53	51	50	51	37	43
2004	53	51	50	52	33	44

Grade 5 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	47	46	45	46	33	40
2004	47	45	44	46	30	40

Grade 6 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	47	46	45	46	33	40
2004	47	45	44	46	32	40

Grade 7 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	53	51	50	51	39	45
2004	53	51	49	51	36	45

Grade 8 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	50	47	45	48	36	43
2004	50	47	45	48	35	42

Grade 9 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	54	54	53	52	41	46
2004	54	54	53	52	40	46

Grade 10 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	57	54	52	56	45	52
2004	57	54	51	56	44	52

Grade 11 (Reading)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	53	49	47	54	42	48
2004	53	48	47	53	41	47

Source: STAR, 2003-2004

Exhibit 14: CAT6 Reading Grades 2–11, Sample Sizes

Grade 2 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	479,993	173,689	166,311	264,145	7,378	38,834
2004	475,906	181,727	174,918	259,653	6,809	31,550

Grade 3 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	485,851	179,130	164,592	266,887	14,538	36,517
2004	484,424	176,919	161,936	265,649	14,983	38,988

Grade 4 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	484,664	177,071	151,468	270,107	25,603	36,448
2004	488,977	181,000	154,169	269,399	26,831	37,758

Grade 5 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	483,448	170,839	129,569	273,977	41,270	37,326
2004	488,478	178,064	135,222	270,885	42,842	38,602

Grade 6 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	488,643	167,483	119,110	283,453	48,373	36,666
2004	484,571	170,219	115,250	274,892	54,969	38,619

Grade 7 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	490,027	157,735	105,863	292,460	51,872	38,628
2004	491,872	167,725	109,072	283,900	58,653	39,215

Grade 8 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	463,038	143,113	90,862	281,478	52,251	37,368
2004	490,616	159,571	96,360	290,244	63,211	39,795

Grade 9 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	471,359	139,051	89,890	289,069	49,161	41,827
2004	486,687	148,909	90,791	294,937	58,118	41,748

Grade 10 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	416,429	115,128	70,481	261,010	44,647	39,078
2004	443,513	129,528	74,771	273,329	54,757	39,743

Grade 11 (Reading)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	355,588	90,921	52,533	227,375	38,388	36,368
2004	380,374	105,466	56,906	238,062	48,560	36,114

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2003-2004

Exhibit 15: CAT6 Language Arts Grades 2–11, Mean Scale Score

Grade 2 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	601	583	582	610	607	615
2004	602	586	584	612	623	619
Gain (2003-2004)*	2	3	3	1	16	4

Grade 3 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	613	598	595	622	627	627
2004	615	599	596	623	635	628
Gain (2003-2004)*	1	2	1	1	8	1

Grade 4 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	630	612	606	639	647	645
2004	631	615	608	640	655	647
Gain (2003-2004)*	1	3	2	1	8	2

Grade 5 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	647	630	620	655	661	661
2004	648	632	621	656	665	662
Gain (2003-2004)*	1	2	1	1	5	1

Grade 6 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	647	629	617	656	660	662
2004	650	633	618	658	663	666
Gain (2003-2004)*	3	3	1	2	3	4

Grade 7 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	654	637	624	662	663	667
2004	656	640	625	664	667	670
Gain (2003-2004)*	2	3	1	2	5	3

Grade 8 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	659	643	630	666	666	671
2004	661	645	630	667	669	673
Gain (2003-2004)*	1	2	0	2	2	2

Source: STAR, 2003-2004

Exhibit 15: CAT6 Language Arts Grades 2–11, Mean Scale Score (cont.)

Grade 9 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	667	649	635	674	673	678
2004	667	650	634	673	674	679
Gain (2003-2004)*	0	1	-2	-1	1	1

Grade 10 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	678	659	642	686	685	689
2004	679	660	641	686	686	692
Gain (2003-2004)*	0	1	-1	0	1	3

Grade 11 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	688	671	655	693	692	697
2004	689	673	655	694	694	698
Gain (2003-2004)*	1	2	-1	1	2	1

Source: STAR, 2003-2004

Exhibit 16: CAT6 Language Arts Grades 2–11, Standard Deviations

Grade 2 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	47	46	46	45	45	42
2004	48	47	46	46	39	43

Grade 3 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	44	42	42	42	37	38
2004	44	42	42	42	31	38

Grade 4 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	50	49	48	49	39	44
2004	50	48	47	49	35	44

Grade 5 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	49	47	46	48	35	43
2004	50	47	46	49	33	44

Grade 6 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	51	48	46	50	37	46
2004	51	48	46	51	36	47

Grade 7 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	48	46	44	48	37	43
2004	49	46	44	48	35	44

Grade 8 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	46	43	41	47	36	43
2004	46	43	41	46	34	43

Grade 9 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	50	47	46	50	39	46
2004	51	47	46	51	38	46

Grade 10 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	54	47	43	55	42	51
2004	54	48	43	54	42	51

Grade 11 (Language Arts)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	51	46	43	52	40	48
2004	51	46	43	52	40	48

Source: STAR, 2003-2004

Exhibit 17: CAT6 Language Arts Grades 2–11, Sample Sizes

Grade 2 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	479,993	173,689	166,311	264,145	7,378	38,834
2004	475,906	181,727	174,918	259,653	6,809	31,550

Grade 3 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	485,851	179,130	164,592	266,887	14,538	36,517
2004	484,424	176,919	161,936	265,649	14,983	38,988

Grade 4 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	484,664	177,071	151,468	270,107	25,603	36,448
2004	488,977	181,000	154,169	269,399	26,831	37,758

Grade 5 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	483,448	170,839	129,569	273,977	41,270	37,326
2004	488,478	178,064	135,222	270,885	42,842	38,602

Grade 6 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	488,643	167,483	119,110	283,453	48,373	36,666
2004	484,571	170,219	115,250	274,892	54,969	38,619

Grade 7 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	490,027	157,735	105,863	292,460	51,872	38,628
2004	491,872	167,725	109,072	283,900	58,653	39,215

Grade 8 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	463,038	143,113	90,862	281,478	52,251	37,368
2004	490,616	159,571	96,360	290,244	63,211	39,795

Grade 9 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	471,359	139,051	89,890	289,069	49,161	41,827
2004	486,687	148,909	90,791	294,937	58,118	41,748

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2003-2004

Exhibit 17: CAT6 Language Arts Grades 2–11, Sample Sizes (cont.)

Grade 10 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	416,429	115,128	70,481	261,010	44,647	39,078
2004	443,513	129,528	74,771	273,329	54,757	39,743

Grade 11 (Language Arts)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	355,588	90,921	52,533	227,375	38,388	36,368
2004	380,374	105,466	56,906	238,062	48,560	36,114

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2003-2004

Exhibit 18: CAT6 Math 2–11, Mean Scale Score

Grade 2 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	574	559	558	582	582	588
2004	575	562	561	583	597	593
Gain (2003-2004)*	1	3	2	1	15	5

Grade 3 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	613	600	597	620	632	629
2004	614	601	598	621	640	630
Gain (2003-2004)*	1	1	0	1	8	1

Grade 4 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	629	616	610	635	650	645
2004	629	617	610	635	657	647
Gain (2003-2004)*	1	1	0	0	8	1

Grade 5 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	644	629	619	651	662	661
2004	645	631	620	652	667	662
Gain (2003-2004)*	1	2	1	1	5	1

Grade 6 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	660	644	630	668	678	678
2004	663	648	632	671	682	682
Gain (2003-2004)*	3	4	2	2	4	3

Grade 7 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	666	647	632	674	677	682
2004	667	650	633	675	682	685
Gain (2003-2004)*	2	3	1	1	5	3

Grade 8 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	681	663	647	687	692	697
2004	682	665	646	689	694	699
Gain (2003-2004)*	1	2	0	1	3	1

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2003-2004

Exhibit 18: CAT6 Math 2–11, Mean Scale Score (cont.)**Grade 9 (Math)**

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	690	669	653	697	699	707
2004	690	671	652	697	700	708
Gain (2003-2004)*	0	1	-2	0	2	2

Grade 10 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	701	684	666	707	712	717
2004	702	685	664	707	714	720
Gain (2003-2004)*	1	1	-2	0	2	3

Grade 11 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	720	704	686	724	728	733
2004	719	703	683	723	727	734
Gain (2003-2004)*	-1	-1	-4	-1	-1	1

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2003-2004

Exhibit 19: CAT6 Math 2–11, Standard Deviations

Grade 2 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	52	48	47	52	51	49
2004	52	48	48	53	48	50

Grade 3 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	47	45	43	47	45	45
2004	47	44	43	48	41	45

Grade 4 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	51	49	48	51	43	47
2004	52	50	48	52	41	48

Grade 5 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	52	50	47	52	41	49
2004	54	51	48	54	41	50

Grade 6 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	56	55	53	55	43	50
2004	56	55	53	55	42	52

Grade 7 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	55	53	50	53	45	53
2004	54	52	48	53	43	52

Grade 8 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	56	56	54	55	46	52
2004	56	55	53	55	45	53

Grade 9 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	63	60	57	62	55	63
2004	63	61	57	62	54	63

Source: STAR, 2003-2004

Exhibit 19: CAT6 Math 2–11, Standard Deviations (cont.)

Grade 10 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	65	64	63	63	57	64
2004	65	65	63	63	56	64

Grade 11 (Math)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2003	64	61	58	63	57	65
2004	64	62	58	64	57	65

Source: STAR, 2003-2004

Exhibit 20: CAT6 Math 2–11, Sample Sizes

Grade 2 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	480,077	173,876	166,495	264,065	7,381	38,826
2004	475,711	181,749	174,945	259,458	6,804	31,536

Grade 3 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	485,839	179,214	164,680	266,824	14,534	36,487
2004	484,121	176,920	161,940	265,376	14,980	38,955

Grade 4 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	484,644	177,224	151,631	269,951	25,593	36,429
2004	488,639	180,975	154,156	269,110	26,819	37,739

Grade 5 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	483,381	170,927	129,679	273,848	41,248	37,297
2004	488,178	178,024	135,191	270,626	42,833	38,599

Grade 6 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	488,366	167,483	119,138	283,222	48,345	36,623
2004	484,163	170,142	115,187	274,585	54,955	38,592

Grade 7 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	489,417	157,597	105,775	292,001	51,822	38,619
2004	491,242	167,518	108,912	283,509	58,606	39,192

Grade 8 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	462,322	142,889	90,725	280,986	52,164	37,368
2004	490,095	159,462	96,302	289,876	63,160	39,750

Grade 9 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	470,208	138,670	89,642	288,367	49,028	41,774
2004	485,588	148,626	90,591	294,208	58,035	41,663

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2003-2004

Exhibit 20: CAT6 Math 2–11, Sample Sizes (cont.)

Grade 10 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	415,198	114,797	70,308	260,279	44,489	38,935
2004	442,461	129,311	74,644	272,596	54,667	39,642

Grade 11 (Math)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2003	353,942	90,529	52,329	226,204	38,200	36,288
2004	378,763	105,203	56,710	236,868	48,493	35,969

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2003-2004

Exhibit 21: CST English Language Arts, Grades 2–11, Mean Scale Scores

Grade 2 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	324	299	298	338	339	342
2003	332	309	308	344	340	351
2004	330	308	306	343	359	354
Gain (2002-2004)*	6	8	8	5	20	11

Grade 3 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	323	295	291	338	345	343
2003	323	298	293	338	348	345
2004	321	296	291	335	357	343
Gain (2002-2004)*	-2	1	0	-4	12	0

Grade 4 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	332	307	298	345	347	350
2003	338	317	310	350	358	356
2004	337	316	307	348	367	357
Gain (2002-2004)*	5	9	9	4	21	8

Grade 5 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	327	305	295	338	339	342
2003	331	311	299	341	346	347
2004	337	315	301	349	359	356
Gain (2002-2004)*	10	9	6	11	20	14

Grade 6 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	322	299	285	334	330	338
2003	331	307	292	343	344	349
2004	332	310	294	343	345	350
Gain (2002-2004)*	10	12	9	10	15	12

Grade 7 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	322	295	278	334	330	339
2003	328	304	287	339	337	344
2004	331	308	288	342	346	350
Gain (2002-2004)*	9	13	10	8	16	11

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2002-2004

Exhibit 21: CST English Language Arts, Grades 2–11, Mean Scale Scores (cont.)

Grade 8 (ELA)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	323	297	280	334	328	336
2003	323	302	285	332	332	339
2004	328	306	286	337	337	344
Gain (2002-2004)*	5	9	6	3	9	8

Grade 9 (ELA)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	321	293	275	333	325	334
2003	332	306	288	343	338	346
2004	330	305	285	340	337	346
Gain (2002-2004)*	9	13	10	8	12	12

Grade 10 (ELA)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	322	295	276	332	324	333
2003	323	301	283	332	328	335
2004	328	304	283	337	334	342
Gain (2002-2004)*	6	10	7	5	9	9

Grade 11 (ELA)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	320	292	270	329	322	331
2003	320	296	275	328	326	333
2004	319	297	272	327	326	333
Gain (2002-2004)*	0	5	3	-1	3	2

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2002-2004

Exhibit 22: CST English Language Arts, Grades 2–11, Standard Deviations

Grade 2 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	57	48	47	57	53	55
2003	56	48	47	56	54	54
2004	59	50	49	59	53	58

Grade 3 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	62	51	48	62	52	60
2003	61	52	49	60	56	58
2004	60	51	47	60	48	58

Grade 4 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	51	43	38	51	41	50
2003	50	42	38	51	43	49
2004	53	45	40	54	41	51

Grade 5 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	46	38	32	47	36	45
2003	47	40	34	47	38	45
2004	54	46	39	55	41	52

Grade 6 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	49	41	34	49	39	47
2003	52	44	36	52	40	50
2004	51	43	34	52	39	50

Grade 7 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	54	48	40	53	43	50
2003	53	45	37	53	41	50
2004	55	48	38	56	42	52

Grade 8 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	52	44	36	52	41	49
2003	51	44	35	51	41	49
2004	52	45	35	52	41	50

Grade 9 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	56	47	37	56	45	54
2003	55	46	37	55	45	53
2004	56	47	35	56	45	54

Source: STAR, 2002-2004

Exhibit 22: CST English Language Arts, Grades 2–11, Standard Deviations (cont.)

Grade 10 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	55	45	34	55	44	53
2003	53	43	33	53	43	51
2004	56	46	34	57	45	55

Grade 11 (ELA)

	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	60	51	39	60	49	58
2003	61	51	40	62	50	59
2004	60	51	39	62	48	58

Source: STAR, 2002-2004

Exhibit 23: CST English Language Arts, Grades 2–11, Sample Sizes

Grade 2 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	456,891	166,479	160,672	254,150	5,807	35,081
2003	479,821	174,177	166,771	265,447	7,406	38,942
2004	476,083	182,308	175,473	261,079	6,835	31,640
Grade 3 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	466,552	169,279	154,792	261,788	14,487	34,260
2003	479,821	174,177	166,771	265,447	7,406	38,942
2004	484,576	177,520	162,483	267,003	15,037	39,063
Grade 4 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	446,597	157,132	127,783	254,909	29,349	33,851
2003	484,867	177,118	151,527	270,250	25,591	36,454
2004	490,819	181,550	154,712	270,633	26,838	37,805
Grade 5 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	472,006	163,123	123,632	273,471	39,491	34,334
2003	483,895	171,019	129,727	274,356	41,292	37,341
2004	489,239	178,348	135,473	271,379	42,875	38,644
Grade 6 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	472,062	154,788	107,868	281,474	46,920	34,741
2003	489,312	167,667	119,248	283,887	48,419	36,717
2004	485,154	170,414	115,395	275,257	55,019	38,640
Grade 7 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	427,012	132,316	88,479	260,201	43,837	33,752
2003	491,009	158,030	106,082	293,082	51,948	38,696
2004	493,973	168,290	109,527	285,360	58,763	39,286
Grade 8 (ELA)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	436,295	133,140	85,665	267,341	47,475	34,895
2003	464,189	143,391	91,078	282,245	52,313	37,471
2004	491,774	159,916	96,617	290,972	63,299	39,869

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2002-2004

Exhibit 23: CST English Language Arts, Grades 2–11, Sample Sizes (cont.)

Grade 9 (ELA)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	437,878	126,671	81,439	271,144	45,232	38,610
2003	475,505	140,649	90,959	291,318	49,690	42,120
2004	490,331	150,003	91,557	297,187	58,446	42,012

Grade 10 (ELA)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	392,771	104,110	63,775	250,085	40,335	37,455
2003	422,135	116,870	71,601	264,515	45,269	39,513
2004	448,270	130,796	75,613	276,415	55,183	40,125

Grade 11 (ELA)

	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	337,739	83,555	48,060	218,736	35,495	34,530
2003	362,343	92,651	53,666	231,820	38,985	36,898
2004	386,115	106,817	57,786	241,958	49,031	36,573

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2002-2004

Exhibit 24: CST Math, Grades 2–11, Mean Scale Scores

Grade 2 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	343	316	315	357	364	366
2003	356	331	329	370	369	380
2004	358	336	334	369	394	388
Gain (2002-2004)*	15	20	19	12	30	23

Grade 3 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	331	309	304	343	360	354
2003	344	323	318	354	379	371
2004	353	332	325	363	401	381
Gain (2002-2004)*	22	23	21	21	41	27

Grade 4 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	331	312	302	341	355	352
2003	343	326	318	351	375	367
2004	343	326	316	351	382	368
Gain (2002-2004)*	12	14	14	10	27	16

Grade 5 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	321	301	288	331	341	343
2003	331	311	296	340	358	357
2004	335	316	299	344	368	361
Gain (2002-2004)*	14	15	11	13	27	18

Grade 6 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	327	306	292	336	340	348
2003	330	310	295	339	347	351
2004	334	315	297	343	352	356
Gain (2002-2004)*	7	9	5	7	12	8

Grade 7 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	319	301	288	326	329	339
2003	324	306	291	331	336	344
2004	328	309	290	336	346	351
Gain (2002-2004)*	8	8	2	9	16	12

Grade 8 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	317	300	287	324	323	334
2003	321	304	289	327	330	339
2004	321	304	287	328	329	339
Gain (2002-2004)*	4	4	0	4	6	5

*Calculated gain figures may differ from source figures due to rounding.
Source: STAR, 2002-2004

Exhibit 24: CST Math, Grades 2–11, Mean Scale Scores (cont.)

Grade 9 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	310	294	284	315	311	323
2003	311	295	284	317	315	326
2004	309	295	283	314	314	325
Gain (2002-2004)*	0	1	-1	-1	3	2

Grade 10 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	308	294	285	312	305	318
2003	306	293	283	310	306	318
2004	304	293	282	307	305	317
Gain (2002-2004)*	-4	-1	-3	-4	0	-1

Grade 11 (Math)						
	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	303	293	286	305	301	313
2003	299	290	282	301	299	311
2004	296	287	278	298	296	308
Gain (2002-2004)*	-7	-6	-8	-7	-4	-5

*Calculated gain figures may differ from source figures due to rounding.
 Source: STAR, 2002-2004

Exhibit 25: CST Math, Grades 2–11, Standard Deviations

Grade 2 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	78	69	69	78	76	78
2003	77	69	68	78	76	75
2004	79	72	71	80	74	79

Grade 3 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	71	65	63	71	65	71
2003	75	69	67	75	74	75
2004	77	69	66	77	71	78

Grade 4 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	62	56	52	63	56	63
2003	67	63	59	67	63	68
2004	64	59	53	65	58	67

Grade 5 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	67	58	50	68	62	72
2003	74	66	57	75	69	78
2004	76	68	58	77	69	80

Grade 6 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	64	56	47	65	60	70
2003	63	53	43	64	57	68
2004	63	54	43	64	57	68

Grade 7 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	57	50	42	57	54	63
2003	59	51	42	59	54	65
2004	64	56	45	64	57	69

Grade 8 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	58	52	44	58	57	66
2003	61	56	49	61	59	67
2004	60	54	45	60	57	67

Source: STAR, 2002-2004

Exhibit 25: CST Math, Grades 2–11, Standard Deviations (cont.)

Grade 9 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	55	50	45	55	54	61
2003	58	52	47	58	55	64
2004	55	49	43	54	52	61

Grade 10 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	56	53	50	55	54	60
2003	57	53	48	57	55	64
2004	53	49	43	52	52	61

Grade 11 (Math)

Year	Total	EL/RFEP	EL	EO	RFEP	IFEP
2002	57	54	51	56	57	63
2003	59	54	49	58	58	67
2004	54	49	43	54	54	63

Source: STAR, 2002-2004

Exhibit 26: CST Math, Grades 2–11, Sample Sizes

Grade 2 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	475,519	174,827	168,878	263,400	5,949	36,029
2003	479,929	174,438	167,032	265,322	7,406	38,917
2004	475,836	182,362	175,520	260,798	6,842	31,616

Grade 3 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	476,784	173,485	158,846	267,239	14,639	34,786
2003	485,722	179,774	165,199	268,130	14,575	36,593
2004	484,166	177,438	162,413	266,727	15,025	39,011

Grade 4 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	474,222	167,590	137,331	270,404	30,259	35,180
2003	485,172	177,434	151,823	270,237	25,611	36,455
2004	489,141	181,160	154,329	269,398	26,831	37,764

Grade 5 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	482,015	167,838	128,093	278,311	39,745	34,675
2003	483,926	171,207	129,919	274,199	41,288	37,333
2004	489,028	178,390	135,526	271,135	42,864	38,631

Grade 6 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	480,797	158,623	111,294	285,930	47,329	35,106
2003	488,923	167,687	119,294	283,527	48,393	36,676
2004	484,805	170,362	115,364	274,966	54,998	38,635

Grade 7 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	453,602	140,706	95,149	276,650	45,557	35,102
2003	489,973	157,865	105,956	292,314	51,909	38,602
2004	492,241	167,921	109,210	284,068	58,711	39,215

Grade 8 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	439,588	134,638	86,825	269,002	47,813	34,990
2003	450,982	139,552	88,075	273,778	51,477	36,632
2004	478,040	155,704	93,326	282,375	62,378	39,040

[†] The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2002-2004

Exhibit 26: CST Math, Grades 2–11, Sample Sizes (cont.)

Grade 9 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	424,475	122,937	78,470	262,486	44,467	37,711
2003	450,593	133,436	85,270	275,552	48,166	40,342
2004	470,446	144,360	87,147	284,363	57,213	40,739

Grade 10 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	295,441	74,460	40,292	190,046	34,168	30,205
2003	321,977	85,713	47,319	203,341	38,394	32,172
2004	358,555	102,646	53,604	221,175	49,042	34,183

Grade 11 (Math)						
	Total[†]	EL/RFEP	EL	EO	RFEP	IFEP
2002	245,391	60,928	31,448	156,616	29,480	27,299
2003	268,056	68,832	36,414	168,916	32,418	29,783
2004	300,661	84,354	41,940	185,262	42,414	30,599

[†]The total may be larger than the sum of EL, RFEP, EO, and IFEP students due to missing language fluency information.
Source: STAR, 2002-2004

Exhibit 27: Annual Standard Gain in SAT9 by Grade

	EO	RFEP	EL
Reading			
Grade 2	0.07	0.08	0.09
Grade 3	0.07	0.06	0.08
Grade 4	0.05	0.03	0.06
Grade 5	0.03	0.04	0.04
Grade 6	0.02	0.03	0.03
Grade 7	0.02	0.03	0.03
Grade 8	0.01	0.03	0.03
Grade 9	0.00	0.01	0.02
Grade 10	0.00	0.02	0.01
Grade 11	0.00	0.02	0.01
Math			
Grade 2	0.09	0.10	0.10
Grade 3	0.10	0.09	0.11
Grade 4	0.08	0.06	0.08
Grade 5	0.07	0.07	0.07
Grade 6	0.06	0.07	0.06
Grade 7	0.04	0.04	0.04
Grade 8	0.03	0.03	0.03
Grade 9	0.02	0.02	0.02
Grade 10	0.02	0.02	0.01
Grade 11	0.02	0.03	0.01
Language Arts			
Grade 2	0.06	0.08	0.08
Grade 3	0.09	0.09	0.10
Grade 4	0.06	0.04	0.07
Grade 5	0.04	0.06	0.05
Grade 6	0.04	0.05	0.05
Grade 7	0.03	0.04	0.04
Grade 8	0.03	0.04	0.03
Grade 9	0.02	0.03	0.02
Grade 10	0.02	0.03	0.02
Grade 11	0.02	0.03	0.02

Source: STAR, 1998 & 2002

Calculated standard gains may differ from reported figures due to rounding.

Exhibit 28: Annual Standard Gain in the CST by Grade

	EO	RFEP	EL
ELA			
Grade 2	0.05	0.18	0.08
Grade 3	-0.04	0.11	0.00
Grade 4	0.04	0.19	0.08
Grade 5	0.10	0.18	0.06
Grade 6	0.09	0.14	0.09
Grade 7	0.08	0.15	0.09
Grade 8	0.03	0.09	0.06
Grade 9	0.07	0.11	0.10
Grade 10	0.05	0.09	0.07
Grade 11	-0.01	0.03	0.03
Math			
Grade 2	0.10	0.24	0.15
Grade 3	0.16	0.32	0.17
Grade 4	0.08	0.21	0.11
Grade 5	0.10	0.21	0.09
Grade 6	0.05	0.09	0.04
Grade 7	0.07	0.13	0.02
Grade 8	0.03	0.05	0.01
Grade 9	-0.01	0.02	-0.01
Grade 10	-0.04	0.00	-0.03
Grade 11	-0.06	-0.04	-0.06

Source: STAR 2002 & 2004

Calculated standard gains may differ from reported figures due to rounding.

Exhibit 29: Standard Average Score in SAT-9, CAT6, and CST by Year

	SAT-9 (1998-2002) & CAT6 (2003-2004)				CST			
	EL/RFEP	EL	EO	RFEP	EL/RFEP	EL	EO	RFEP
ELA								
1998	-0.48	-0.63	0.22	0.18				
1999	-0.46	-0.63	0.22	0.18				
2000	-0.44	-0.62	0.21	0.21				
2001	-0.41	-0.61	0.21	0.19				
2002	-0.39	-0.59	0.20	0.21	-0.46	-0.67	0.23	0.16
2003	-0.34	-0.52	0.17	0.20	-0.42	-0.63	0.21	0.21
2004	-0.32	-0.53	0.17	0.25	-0.40	-0.63	0.21	0.27
Reading								
1998	-0.59	-0.76	0.27	0.07				
1999	-0.58	-0.76	0.27	0.09				
2000	-0.56	-0.75	0.26	0.11				
2001	-0.53	-0.74	0.26	0.09				
2002	-0.51	-0.72	0.25	0.11	n/a	n/a	n/a	n/a
2003	-0.39	-0.58	0.19	0.18	n/a	n/a	n/a	n/a
2004	-0.37	-0.58	0.19	0.22	n/a	n/a	n/a	n/a
Math								
1998	-0.37	-0.50	0.17	0.20				
1999	-0.36	-0.50	0.17	0.20				
2000	-0.35	-0.50	0.17	0.22				
2001	-0.33	-0.50	0.17	0.19				
2002	-0.31	-0.48	0.16	0.20	-0.29	-0.44	0.15	0.16
2003	-0.27	-0.44	0.14	0.25	-0.26	-0.42	0.14	0.21
2004	-0.25	-0.45	0.14	0.30	-0.25	-0.43	0.14	0.26

Source: STAR, 1998-2004

Calculated standard score may differ from reported figures due to rounding.

Exhibit 30: Gap Size by Year

	SAT-9 (1998-2002) & CAT6 (2003-2004)			CST (2002-2004)		
	EO-EL	EO-EL/RFEP	EO-RFEP	EO-EL	EO-EL/RFEP	EO-RFEP
ELA						
1998	0.85	0.69	0.04			
1999	0.85	0.68	0.03			
2000	0.83	0.65	0.00			
2001	0.81	0.62	0.01			
2002	0.79	0.59	-0.01	0.90	0.69	0.07
2003	0.70	0.52	-0.03	0.84	0.64	0.00
2004	0.70	0.50	-0.08	0.84	0.61	-0.06
Reading						
1998	1.02	0.86	0.19			
1999	1.03	0.85	0.18			
2000	1.01	0.82	0.15			
2001	1.00	0.79	0.16			
2002	0.97	0.76	0.14	n/a	n/a	n/a
2003	0.77	0.59	0.02	n/a	n/a	n/a
2004	0.77	0.56	-0.04	n/a	n/a	n/a
Math						
1998	0.68	0.54	-0.02			
1999	0.68	0.53	-0.03			
2000	0.67	0.52	-0.05			
2001	0.67	0.50	-0.02			
2002	0.64	0.47	-0.04	0.59	0.44	-0.01
2003	0.59	0.42	-0.11	0.56	0.40	-0.07
2004	0.59	0.40	-0.16	0.57	0.38	-0.12

Source: STAR, 1998-2004

Calculated standardized gap may differ from reported figures due to rounding.

Exhibit 31: RFEP, EL, and EO Performance on CST English Language Arts, 2004

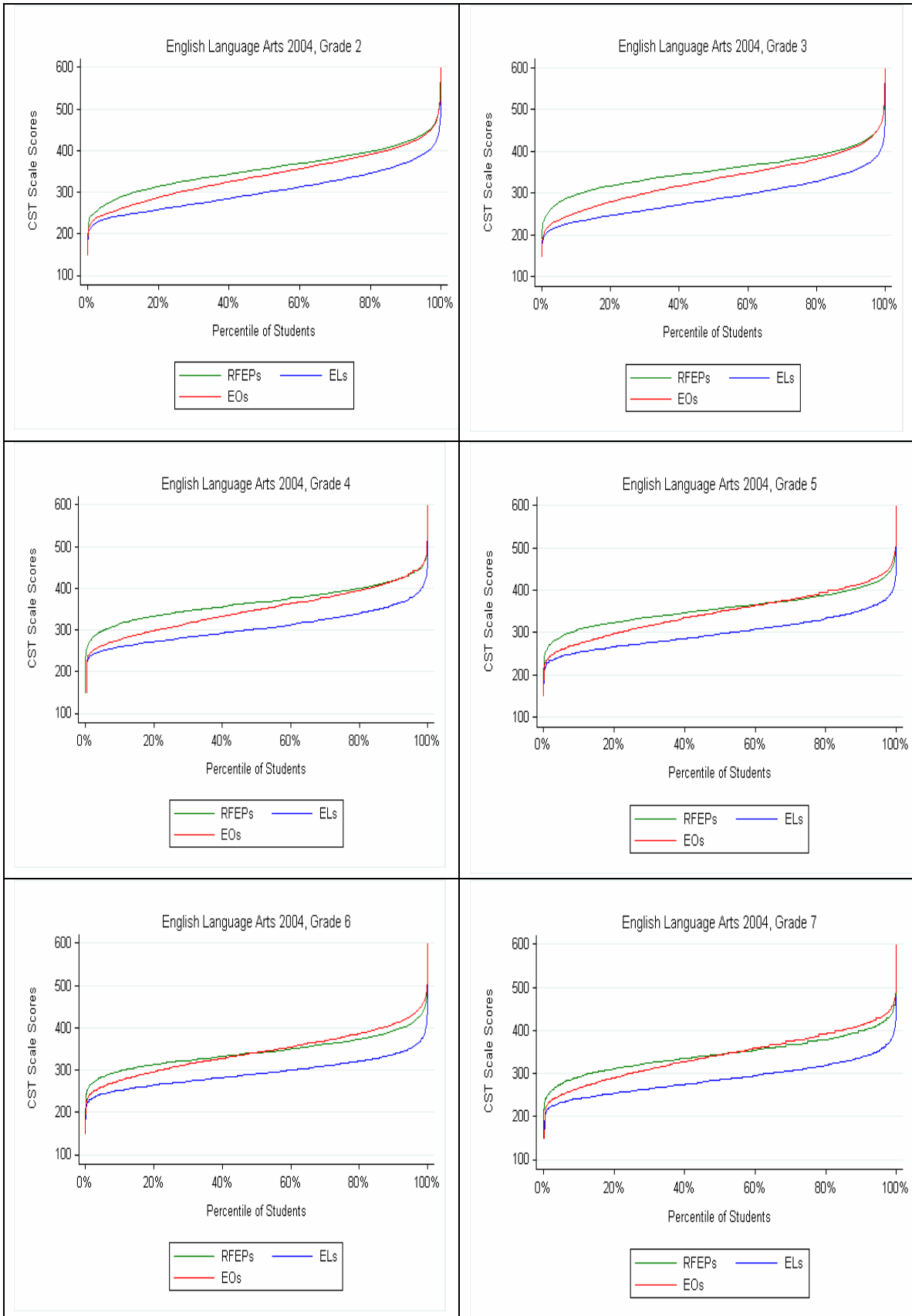


Exhibit 31: RFEP, EL, and EO Performance on CST English Language Arts, 2004 (cont.)

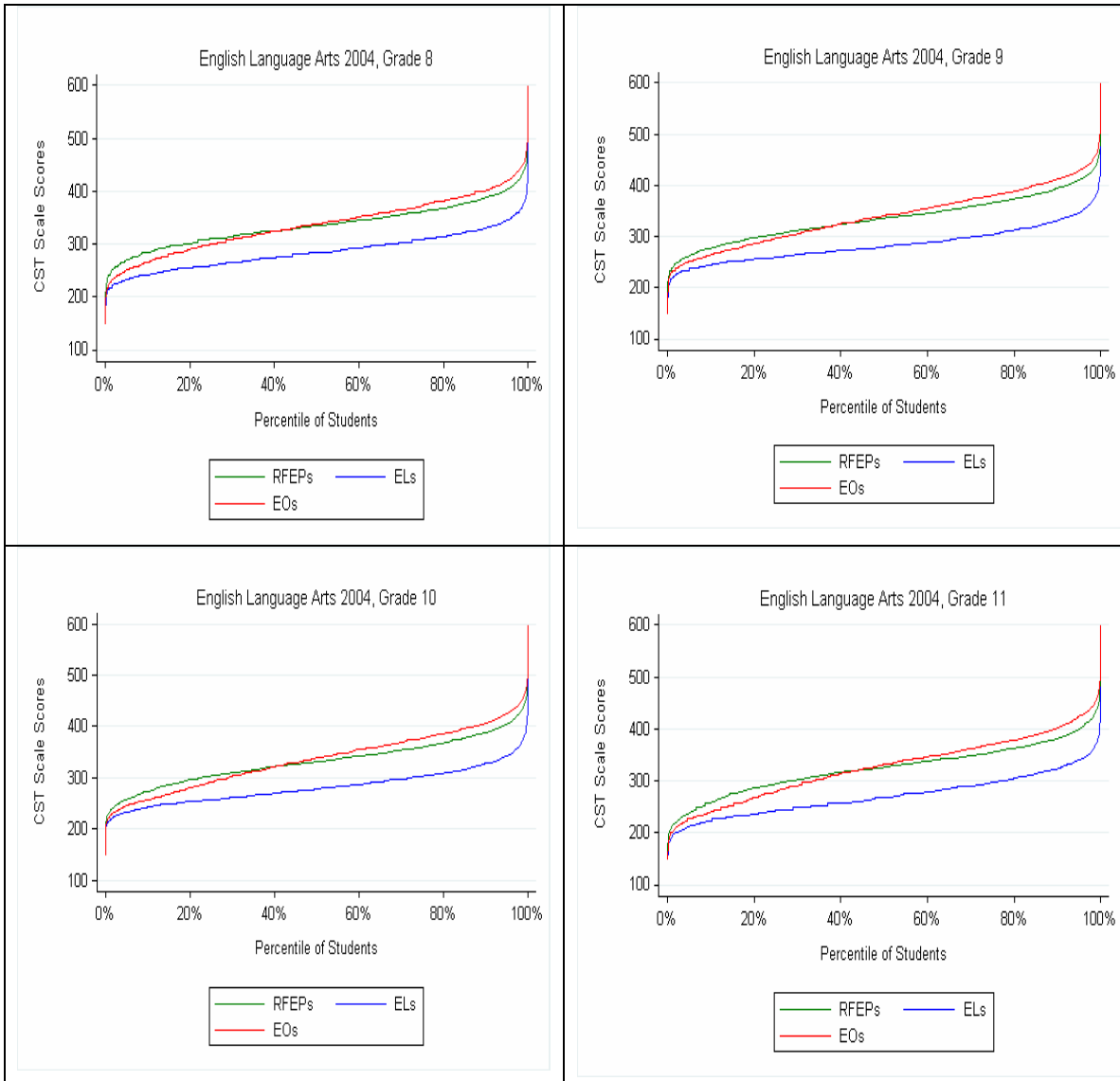


Exhibit 32: RFEP, EL, and EO Performance on CST Math, 2004

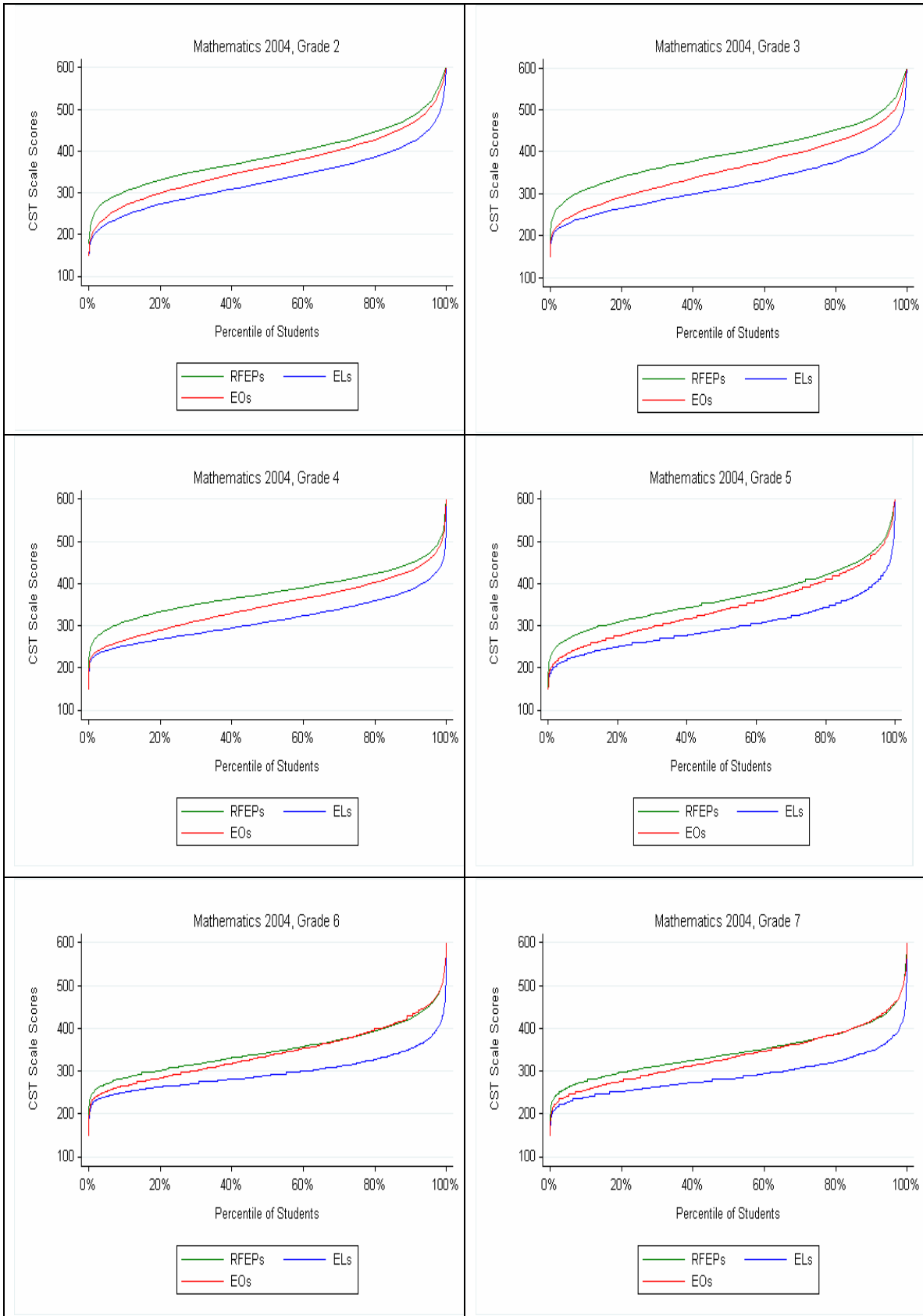


Exhibit 32: RFEP, EL, and EO Performance on CST Math, 2004 (cont.)

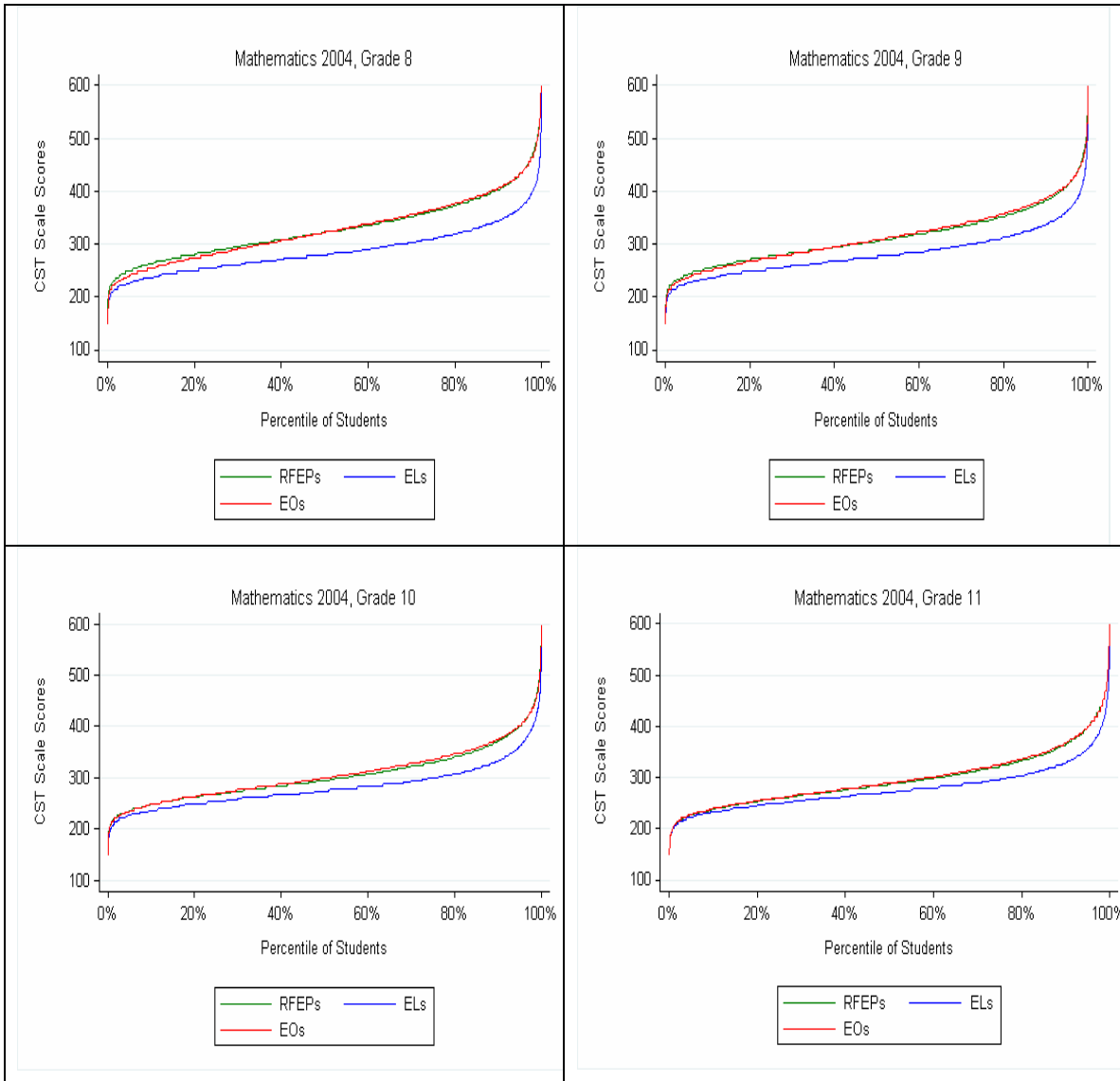


Exhibit 33: Percentage of ELs Scoring above the EO's Median in the CST ELA

	Year 2002	Year 2003	Year 2004
Grade 2	18.8%	21.0%	22.1%
Grade 3	16.8%	17.3%	15.9%
Grade 4	11.5%	14.8%	14.2%
Grade 5	9.6%	11.4%	11.2%
Grade 6	8.0%	7.1%	8.1%
Grade 7	8.3%	7.9%	7.6%
Grade 8	6.8%	8.3%	6.6%
Grade 9	7.1%	6.8%	6.7%
Grade 10	6.0%	7.3%	5.8%
Grade 11	7.0%	8.9%	6.7%

Source: STAR, 2002-2004

Exhibit 34: Percentage of ELs Scoring above the EO's Median in the CST Math

	Year 2002	Year 2003	Year 2004
Grade 2	24.7%	24.1%	29.1%
Grade 3	24.3%	27.7%	27.6%
Grade 4	21.9%	26.5%	24.1%
Grade 5	19.1%	21.0%	22.8%
Grade 6	16.3%	15.4%	14.9%
Grade 7	18.1%	17.6%	15.1%
Grade 8	19.8%	21.3%	18.4%
Grade 9	22.4%	23.3%	20.8%
Grade 10	26.1%	25.6%	23.9%
Grade 11	32.0%	31.6%	30.5%

Source: STAR, 2002-2004

Exhibit 35: Percentage of RFEPs Scoring above the EO's Median in the CST ELA

	Year 2002	Year 2003	Year 2004
Grade 2	49.8%	46.1%	61.6%
Grade 3	55.0%	57.5%	66.0%
Grade 4	50.1%	57.7%	66.0%
Grade 5	49.6%	54.4%	58.3%
Grade 6	44.4%	45.9%	49.8%
Grade 7	44.6%	46.4%	51.2%
Grade 8	41.1%	46.1%	45.8%
Grade 9	42.1%	42.1%	45.1%
Grade 10	39.5%	43.6%	43.2%
Grade 11	42.1%	46.1%	44.1%

Source: STAR, 2002-2004

Exhibit 36: Percentage of RFEPs scoring above the EO's median in the CST Math

	Year 2002	Year 2003	Year 2004
Grade 2	50.8%	44.8%	61.5%
Grade 3	57.9%	62.9%	71.5%
Grade 4	58.5%	63.1%	69.9%
Grade 5	55.3%	58.9%	64.9%
Grade 6	49.1%	53.3%	54.2%
Grade 7	51.1%	54.0%	54.4%
Grade 8	46.9%	49.6%	50.0%
Grade 9	44.6%	46.7%	46.6%
Grade 10	41.6%	44.7%	45.0%
Grade 11	43.7%	45.3%	47.8%

Source: STAR, 2002-2004

Exhibit 37: Average Standardized Score for all Students in Continuing Bilingual, Transitioning from Bilingual, and Never Bilingual Schools by Year

SAT-9 (1998-2002) & CAT/6 (2003-2004)				CST		
	Continuing Bilingual	Transitioning from Bilingual	Never Bilingual	Continuing Bilingual	Transitioning from Bilingual	Never Bilingual
ELA						
1998	-0.37	-0.34	0.09			
1999	-0.38	-0.34	0.10			
2000	-0.39	-0.32	0.09			
2001	-0.40	-0.30	0.09			
2002	-0.38	-0.28	0.08	-0.42	-0.32	0.10
2003	-0.33	-0.24	0.07	-0.41	-0.29	0.09
2004	-0.33	-0.24	0.07	-0.40	-0.29	0.09
Reading						
1998	-0.41	-0.37	0.10			
1999	-0.41	-0.38	0.10			
2000	-0.43	-0.36	0.10			
2001	-0.45	-0.35	0.10			
2002	-0.43	-0.32	0.10	n/a	n/a	n/a
2003	-0.33	-0.25	0.08	n/a	n/a	n/a
2004	-0.33	-0.24	0.07	n/a	n/a	n/a
Math						
1998	-0.34	-0.31	0.08			
1999	-0.33	-0.30	0.08			
2000	-0.33	-0.28	0.08			
2001	-0.32	-0.26	0.08			
2002	-0.31	-0.24	0.07	-0.32	-0.24	0.07
2003	-0.25	-0.20	0.06	-0.31	-0.23	0.07
2004	-0.25	-0.20	0.06	-0.31	-0.23	0.07

Source: STAR, 1998-2004

Calculated standard scores may differ from reported figures due to rounding.

Exhibit 38: Gap Size and Gap Decrease between EOs and ELs/RFEPs by School Types (in SD units)

	Never Bilingual			Transitioning from Bilingual			Continuing Bilingual		
	Gap size 1998	Gap size 2004	Gap change	Gap size 1998	Gap size 2004	Gap change	Gap size 1998	Gap size 2004	Gap change
ELA									
SAT-9-CAT/6	0.67	0.50	-0.17	0.60	0.37	-0.23	0.62	0.49	-0.13
SAT-9-CST	0.67	0.60	-0.07	0.60	0.50	-0.10	0.62	0.65	0.03
Math									
SAT-9-CAT/6	0.54	0.38	-0.16	0.44	0.25	-0.19	0.43	0.31	-0.12
SAT-9-CST	0.54	0.39	-0.15	0.44	0.26	-0.17	0.43	0.35	-0.08
Reading									
SAT-9-CAT/6	0.82	0.55	-0.28	0.77	0.41	-0.36	0.79	0.51	-0.28

Exhibit 39: Average English Proficiency for Annual CELDT Takers, by Instructional Programs, 2003-04

Instructional Programs Received by English Learners					
Grade	ELD only	SDAIE	SDAIE with Primary Language Support	Bilingual	Other EL Instructional Services
K	Intermediate	Intermediate	Early Intermediate	Beginning	Early Intermediate
1	Intermediate	Intermediate	Intermediate	Early Intermediate	Intermediate
2	Intermediate	Intermediate	Intermediate	Early Intermediate	Intermediate
3	Intermediate	Intermediate	Intermediate	Early Intermediate	Early Intermediate
4	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5	Early Advanced	Early Advanced	Early Advanced	Intermediate	Intermediate
6	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
7	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
8	Intermediate	Early Advanced	Intermediate	Intermediate	Intermediate
9	Intermediate	Intermediate	Intermediate	Early Intermediate	Early Advanced
10	Intermediate	Early Advanced	Intermediate	Early Intermediate	Early Advanced
11	Early Advanced	Early Advanced	Intermediate	Early Intermediate	Early Advanced
12	Early Advanced	Early Advanced	Intermediate	Intermediate	Early Advanced

Source: Annual takers of the California English Language Development Test (CELDT), 2003-04

Exhibit 40: Regression Results for Elementary Schools in CAT6 Reading, 2004

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the Student Level		
Gender (1=Female)	6.68	
Poor	-3.69	
Special Education	-30.74	
Native American	0 (a)	
Asian	11.10	
Pacific Islander	0 (a)	
Filipino	12.16	
White	5.63	
African American	1.99	
Ethnicity not stated or multiple marks	3.37	
High parental education (some college or more)	6.45	
Parental education unknown or declined to state	-1.65	
Title I funds	-5.26	
EL in ELD only	-2.67	
EL in Bilingual and ELD	-12.99	
EL in No program	-4.22	
Grade 3	5.52	
Grade 4	8.22	
Grade 5	24.27	
Interaction EL in Bilingual and ELD in Grade 3	5.76	
Interaction EL in Bilingual and ELD in Grade 4	5.79	
Interaction EL in Bilingual and ELD in Grade 5	8.86	
Interaction EL in ELD only in Grade 3	0 (a)	
Interaction EL in ELD only in Grade 4	0 (a)	
Interaction EL in ELD only in Grade 5	2.17	
Interaction EL not receiving services in Grade 3	2.39	
Interaction EL not receiving services in Grade 4	4.19	
Interaction EL not receiving services in Grade 5	4.96	
Years US school	3.33	3.51
Dummy years US school missing	-3.97	
Control Variables at the School Level		
Average Reading Score for ELs in 1998	0.14	582.41
Average change in EO's Reading performance, 1998 to 2004	64.71	0.03
Percent poverty	-6.74	0.75
Percent of English learners taking initial CELDT in 2004 (1)	-3.13	0.41
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	11.52	0.48
Ratio BCC credentialed teachers / EL enrollment (2)	10.10	0.03
Ratio ELD credentialed teachers / EL enrollment (2)	-2.90	0.05
Ratio SDAIE credentialed teachers / EL enrollment (2)	8.55	0.02
Percent English learners	0.94	0.50
Average class size, kindergarten to 3rd grade (3)	0.11	19.59
Average class size, 4th to 6th grade (3)	-0.04 (b)	29.47
Northern California	-2.87	
Central California	-5.28	
Other Region in California	0 (a)	

Exhibit 40: Regression Results for Elementary Schools in CAT6 Reading, 2004 (cont.)

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the District Level		
Average current expense (4)	0.00	6925.09
Constant	494.18	
Observations	532375	
R-squared	0.16	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a second grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school.

Imputed missing values of Years in the US set to the grade mean.

Exhibit 41: Regression Results for Middle Schools in CAT6 Reading 2004

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the Student Level		
Gender (1=Female)	6.13	
Poor	-0.90	
Special Education	-31.80	
Native American	0 (a)	
Asian	11.90	
Pacific Islander	0 (a)	
Filipino	17.10	
White	8.77	
African American	2.97 (b)	
Ethnicity not stated or multiple marks	0 (a)	
High parental education (some college or more)	6.44	
Parental education unknown or declined to state	-1.38	
Title I funds	-1.63	
EL in ELD only	2.39	
EL in Bilingual and ELD	-15.16	
EL in No program	6.66	
Grade 6	1.75	
Grade 8	4.24	
Interaction EL in Bilingual and ELD in Grade 6	5.42	
Interaction EL in Bilingual and ELD in Grade 8	-4.36	
Interaction EL in ELD only in Grade 6	-1.27	
Interaction EL in ELD only in Grade 8	1.16 (b)	
Interaction EL not receiving services in Grade 6	-2.21	
Interaction EL not receiving services in Grade 8	0 (a)	
Years US school	2.55	5.93
Dummy years US school missing	-2.68	
Control Variables at the School Level		
Average Reading Score for ELs in 1998	0.06	626.74
Average change in EO's Reading performance, 1998 to 2004	182.11	-0.01
Percent poverty	-11.86	0.67
Percent of English learners taking initial CELDT in 2004 (1)	0 (a)	0.19
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	4.33	0.49
Ratio BCC credentialed teachers / EL enrollment (2)	0 (a)	0.02
Ratio ELD credentialed teachers / EL enrollment (2)	11.63	0.04
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	0.02
Percent English learners	3.51	0.38
Average class size, 4th to 6th grade (3)	0 (a)	29.75
Northern California	-0.62	
Central California	0 (a)	
Other Region in California	4.64	

Exhibit 41: Regression Results for Middle Schools in CAT6 Reading 2004 (cont.)

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the District Level		
Average current expense (4)	0.00	6897.27
Constant	598.27	
Observations	218922	
R-squared	0.11	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a seventh grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school.

Imputed missing values of Years in the US set to the grade mean.

Exhibit 42: Regression Results for High Schools in CAT6 Reading 2004

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the Student Level		
Gender (1=Female)	6.97	
Poor	-0.57	
Special Education	-28.55	
Native American	0 (a)	
Asian	13.85	
Pacific Islander	3.44	
Filipino	17.55	
White	9.07	
African American	0 (a)	
Ethnicity not stated or multiple marks	0 (a)	
High parental education (some college or more)	7.46	
Parental education unknown or declined to state	-1.17	
Title I funds	0 (a)	
EL in ELD only	0 (a)	
EL in Bilingual and ELD	-17.03	
EL in No program	8.88	
Grade 10	6.98	
Grade 11	27.94	
Interaction EL in Bilingual and ELD in Grade 10	12.87	
Interaction EL in Bilingual and ELD in Grade 11	11.86	
Interaction EL in ELD only in Grade 10	0 (a)	
Interaction EL in ELD only in Grade 11	1.26 (b)	
Interaction EL not receiving services in Grade 10	0 (a)	
Interaction EL not receiving services in Grade 11	-3.59	
Years US school	1.36	6.71
Dummy years US school missing	0 (a)	
Control Variables at the School Level		
Average Reading Score for ELs in 1998	0.21	652.93
Average change in EO's Reading performance, 1998 to 2004	220.73	-0.02
Percent poverty	-6.94	0.50
Percent of English learners taking initial CELDT in 2004 (1)	-8.97	0.24
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	9.18	0.54
Ratio BCC credentialed teachers / EL enrollment (2)	-33.51	0.02
Ratio ELD credentialed teachers / EL enrollment (2)	6.08	0.04
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	0.02
Percent English learners	7.89	0.29
Northern California	-2.13	
Central California	-1.84	
Other Region in California	0 (a)	

Exhibit 42: Regression Results for High Schools in CAT6 Reading 2004 (cont.)

Variable	CAT6 Reading Coefficient	Average Value
Control Variables at the District Level		
Average current expense (4)	0.00	6992.90
Constant	490.13	
Observations	180184	
R-squared	0.14	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a ninth grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school.

Imputed missing values of Years in the US set to the grade mean.

Exhibit 43: Regression Results for Elementary Schools in CAT6 ELA and Math 2004

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	7.02	-1.87	
Poor	-4.13	-3.57	
Special Education	-31.31	-37.16	
Native American	0 (a)	0 (a)	
Asian	13.99	21.16	
Pacific Islander	0 (a)	-5.17	
Filipino	12.37	13.95	
White	9.93	9.65	
African American	3.87	-5.11	
Ethnicity not stated or multiple marks	4.84	5.80	
High parental education (some college or more)	6.64	6.08	
Parental education unknown or declined to state	-1.67	-2.37	
Title I funds	-5.66	-5.96	
EL in ELD only	-3.40	-3.18	
EL in Bilingual and ELD	-17.16	-3.16	
EL in No program	-5.65	-3.20	
Grade 3	8.87	36.16	
Grade 4	17.66	47.05	
Grade 5	28.97	55.74	
Interaction EL in Bilingual and ELD in Grade 3	7.62	-0.85 (b)	
Interaction EL in Bilingual and ELD in Grade 4	11.90	0 (a)	
Interaction EL in Bilingual and ELD in Grade 5	14.27	2.23	
Interaction EL in ELD only in Grade 3	0.97	0 (a)	
Interaction EL in ELD only in Grade 4	1.82	1.74	
Interaction EL in ELD only in Grade 5	3.91	3.46	
Interaction EL not receiving services in Grade 3	1.94	0 (a)	
Interaction EL not receiving services in Grade 4	5.87	2.92	
Interaction EL not receiving services in Grade 5	7.76	2.84	
Years US school	3.09	2.30	3.51
Dummy years US school missing	-4.34	-3.98	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0.15	0.22	582.41
Average change in EO's Reading performance, 1998 to 2004	64.08	116.86	0.03
Percent poverty	-5.67	-5.38	0.75
Percent of English learners taking initial CELDT in 2004 (1)	-2.77	-1.58	0.41
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	12.75	9.25	0.48
Ratio BCC credentialed teachers / EL enrollment (2)	11.31	13.75	0.03
Ratio ELD credentialed teachers / EL enrollment (2)	-6.00	-6.75	0.05
Ratio SDAIE credentialed teachers / EL enrollment (2)	9.83	9.08	0.02
Percent English learners	0.728 (b)	2.59	0.50
Average class size, kindergarten to 3rd grade (3)	0.14	0.10	19.59
Average class size, 4th to 6th grade (3)	0 (a)	0 (a)	29.47
Northern California	-3.63	-3.78	
Central California	-5.08	-5.83	
Other Region in California	-1.27	-1.90	

Exhibit 43: Regression Results for Elementary Schools in CAT6 ELA and Math 2004 (cont.)

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0.00	0.00	6925.09
Constant	486.23	428.14	
Observations	532375	532843	
R-squared	0.18	0.29	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a second grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school.

Imputed missing values of Years in the US set to the grade mean.

Exhibit 44: Regression Results for Middle Schools in CAT6 ELA and Math 2004

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	10.46	0 (a)	
Poor	-0.52	0 (a)	
Special Education	-28.28	-40.06	
Native American	0 (a)	0 (a)	
Asian	12.55	28.64	
Pacific Islander	0 (a)	0 (a)	
Filipino	14.12	16.20	
White	10.31	13.96	
African American	0 (a)	-3.46	
Ethnicity not stated or multiple marks	-5.99	0 (a)	
High parental education (some college or more)	6.12	7.29	
Parental education unknown or declined to state	-1.11	-2.35	
Title I funds	-2.24	-4.35	
EL in ELD only	1.62	2.90	
EL in Bilingual and ELD	-10.13	-8.87	
EL in No program	5.51	5.42	
Grade 6	-6.45	-1.19	
Grade 8	3.97	11.89	
Interaction EL in Bilingual and ELD in Grade 6	0 (a)	3.85	
Interaction EL in Bilingual and ELD in Grade 8	0 (a)	4.03 (b)	
Interaction EL in ELD only in Grade 6	0 (a)	-2.34	
Interaction EL in ELD only in Grade 8	0 (a)	1.81	
Interaction EL not receiving services in Grade 6	-1.27 (b)	-2.85	
Interaction EL not receiving services in Grade 8	0 (a)	0 (a)	
Years US school	1.75	0.87	5.93
Dummy years US school missing	-2.95	-3.51	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0.07	0.05	626.74
Average change in EO's Reading performance, 1998 to 2004	171.57	169.98	-0.01
Percent poverty	-10.99	-11.05	0.67
Percent of English learners taking initial CELDT in 2004 (1)	3.35	7.19	0.19
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	2.50	0 (a)	0.49
Ratio BCC credentialed teachers / EL enrollment (2)	0 (a)	-11.58	0.02
Ratio ELD credentialed teachers / EL enrollment (2)	8.18	11.37	0.04
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	0 (a)	0.02
Percent English learners	3.92	6.72	0.38
Average class size, 4th to 6th grade (3)	-0.09	0.10	29.75
Northern California	-1.27	-0.62 (b)	
Central California	0 (a)	-1.14	
Other Region in California	5.56	7.96	

Exhibit 44: Regression Results for Middle Schools in CAT6 ELA and Math 2004 (cont.)

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0.00	0.00	6897.27
Constant	599.38	631.34	
Observations	218922	218737	
R-squared	0.11	0.14	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a seventh grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school. Imputed missing values of Years in the US set to the grade mean.

Exhibit 45: Regression Results for High Schools in CAT6 ELA and Math 2004

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	8	-4	
Poor	0 (a)	0 (a)	
Special Education	-27	-39	
Native American	0 (a)	0 (a)	
Asian	14	43	
Pacific Islander	4	4	
Filipino	13	11	
White	12	21	
African American	4	0 (a)	
Ethnicity not stated or multiple marks	4	12	
High parental education (some college or more)	6	10	
Parental education unknown or declined to state	-1	-1	
Title I funds	0.45 (b)	0 (a)	
EL in ELD only	0 (a)	0.87 (b)	
EL in Bilingual and ELD	-9	-8	
EL in No program	6	7	
Grade 10	6	12	
Grade 11	19	31	
Interaction EL in Bilingual and ELD in Grade 10	0 (a)	0 (a)	
Interaction EL in Bilingual and ELD in Grade 11	2.39 (b)	4	
Interaction EL in ELD only in Grade 10	0 (a)	0 (a)	
Interaction EL in ELD only in Grade 11	2	0 (a)	
Interaction EL not receiving services in Grade 10	2	0 (a)	
Interaction EL not receiving services in Grade 11	0 (a)	-4	
Years US school	1	0	7
Dummy years US school missing	0 (a)	0 (a)	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0	0	653
Average change in EO's Reading performance, 1998 to 2004	191	177	0
Percent poverty	-5	-16	0
Percent of English learners taking initial CELDT in 2004 (1)	-8	-2	0
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	8	3	1
Ratio BCC credentialed teachers / EL enrollment (2)	-30	-18	0
Ratio ELD credentialed teachers / EL enrollment (2)	6	0 (a)	0
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	0 (a)	0
Percent English learners	7	16	0
Northern California	-2	-5	
Central California	-2	-8	
Other Region in California	1.10 (b)	4	

Exhibit 45: Regression Results for High Schools in CAT6 ELA and Math 2004 (cont.)

Variable	CAT6 ELA Coefficient	CAT6 Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0	0	6993
Constant	499	500	
Observations	180184	179795	
R-squared	0	0	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a ninth grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school. Imputed missing values of Years in the US set to the grade mean.

Exhibit 46: Regression Results for Elementary Schools in CST ELA and Math 2004

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	5.94	-3.52	
Poor	-6.05	-6.02	
Special Education	-29.61	-42.10	
Native American	0 (a)	0 (a)	
Asian	22.43	41.56	
Pacific Islander	1.72 (b)	-4.07	
Filipino	20.99	24.70	
White	11.41	18.62	
African American	7.18	-3.02	
Ethnicity not stated or multiple marks	10.23	13.73	
High parental education (some college or more)	8.44	9.86	
Parental education unknown or declined to state	-1.71	-2.73	
Title I funds	-8.75	-10.82	
EL in ELD only	-3.96	-4.90	
EL in Bilingual and ELD	-17.95	-6.56	
EL in No program	-6.19	-6.32	
Grade 3	-17.75	-9.04	
Grade 4	-4.03	-19.01	
Grade 5	-11.97	-36.27	
Interaction EL in Bilingual and ELD in Grade 3	5.45	1.36	
Interaction EL in Bilingual and ELD in Grade 4	12.11	2.33	
Interaction EL in Bilingual and ELD in Grade 5	13.73	1.83	
Interaction EL in ELD only in Grade 3	1.06	0 (a)	
Interaction EL in ELD only in Grade 4	3.32	3.61	
Interaction EL in ELD only in Grade 5	4.33	3.83	
Interaction EL not receiving services in Grade 3	3.38	0 (a)	
Interaction EL not receiving services in Grade 4	6.91	4.91	
Interaction EL not receiving services in Grade 5	8.07	5.32	
Years US school	2.89	1.68	3.51
Dummy years US school missing	-5.60	-7.83	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0.20	0.28	582.41
Average change in EO's Reading performance, 1998 to 2004	69.86	121.26	0.03
Percent poverty	-4.92	-3.64	0.75
Percent of English learners taking initial CELDT in 2004 (1)	-2.98	-3.69	0.41
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	16.39	18.73	0.48
Ratio BCC credentialed teachers / EL enrollment (2)	7.39	38.83	0.03
Ratio ELD credentialed teachers / EL enrollment (2)	-4.29	-21.47	0.05
Ratio SDAIE credentialed teachers / EL enrollment (2)	7.84	18.89	0.02
Percent English learners	2.62	4.11	0.50
Average class size, kindergarten to 3rd grade (3)	0.07	0 (a)	19.59
Average class size, 4th to 6th grade (3)	0.05	0 (a)	29.47
Northern California	-6.01	-10.54	
Central California	-8.15	-11.23	
Other Region in California	-3.25	-4.69	

Exhibit 46: Regression Results for Elementary Schools in CST ELA and Math 2004 (cont.)

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0.00	0.00	6925.09
Constant	176.06	162.22	
Observations	533817	533480	
R-squared	0.16	0.16	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a second grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school. Imputed missing values of Years in the US set to the grade mean.

Exhibit 47: Regression Results for Middle Schools in CST ELA and Math 2004 (cont.)

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	7.15	-0.67	
Poor	-1.21	-0.92	
Special Education	-25.80	-27.03	
Native American	0 (a)	0 (a)	
Asian	13.08	36.83	
Pacific Islander	0 (a)	0 (a)	
Filipino	16.71	16.26	
White	10.38	17.28	
African American	0 (a)	-2.46 (b)	
Ethnicity not stated or multiple marks	0 (a)	0 (a)	
High parental education (some college or more)	7.54	7.61	
Parental education unknown or declined to state	-0.61	-1.29	
Title I funds	-3.20	-5.42	
EL in ELD only	1.60	1.82	
EL in Bilingual and ELD	-12.55	-4.61	
EL in No program	5.98	4.37	
Grade 6	6.42	6.58	
Grade 8	-2.92	-3.88	
Interaction EL in Bilingual and ELD in Grade 6	6.12	0 (a)	
Interaction EL in Bilingual and ELD in Grade 8	0 (a)	4.04	
Interaction EL in ELD only in Grade 6	0 (a)	-0.87 (b)	
Interaction EL in ELD only in Grade 8	0 (a)	1.26	
Interaction EL not receiving services in Grade 6	-0.96 (b)	-1.59	
Interaction EL not receiving services in Grade 8	0 (a)	0 (a)	
Years US school	1.70	-0.19	5.93
Dummy years US school missing	-2.57	-2.50	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0.02	0.05	626.74
Average change in EO's Reading performance, 1998 to 2004	109.17	129.38	-0.01
Percent poverty	-10.14	-9.66	0.67
Percent of English learners taking initial CELDT in 2004 (1)	2.87	9.01	0.19
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	4.65	-2.10	0.49
Ratio BCC credentialed teachers / EL enrollment (2)	0 (a)	0 (a)	0.02
Ratio ELD credentialed teachers / EL enrollment (2)	8.84	9.84	0.04
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	0 (a)	0.02
Percent English learners	4.77	8.94	0.38
Average class size, 4th to 6th grade (3)	0 (a)	0.07	29.75
Northern California	-1.58	-3.61	
Central California	-2.32	-2.38	
Other Region in California	3.87	6.53	

Exhibit 47: Regression Results for Middle Schools in CST ELA and Math 2004 (cont.)

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0.00	0.00	6897.27
Constant	285.44	281.93	
Observations	219503	217665	
R-squared	0.15	0.17	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a seventh grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school.

Imputed missing values of Years in the US set to the grade mean.

Exhibit 48: Regression Results for High Schools in CST ELA and Math 2004

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the Student Level			
Gender (1=Female)	4.97	0 (a)	
Poor	-0.51	0.82	
Special Education	-26.30	-17.83	
Native American	0 (a)	0 (a)	
Asian	12.75	36.27	
Pacific Islander	3.47	6.50	
Filipino	14.48	5.48	
White	8.64	14.18	
African American	0 (a)	-5.39	
Ethnicity not stated or multiple marks	0 (a)	6.46	
High parental education (some college or more)	8.57	8.41	
Parental education unknown or declined to state	-0.58	0 (a)	
Title I funds	0 (a)	-1.70	
EL in ELD only	0 (a)	0 (a)	
EL in Bilingual and ELD	-8.73	-5.18	
EL in No program	6.98	1.44	
Grade 10	-2.74	-2.36	
Grade 11	-13.91	-6.24	
Interaction EL in Bilingual and ELD in Grade 10	0 (a)	5.29	
Interaction EL in Bilingual and ELD in Grade 11	-2.14	6.25	
Interaction EL in ELD only in Grade 10	0 (a)	-1.62	
Interaction EL in ELD only in Grade 11	1.67	-2.40	
Interaction EL not receiving services in Grade 10	0 (a)	0 (a)	
Interaction EL not receiving services in Grade 11	0 (a)	-2.52	
Years US school	0.92	-1.01	6.71
Dummy years US school missing	0.95 (b)	2.22	
Control Variables at the School Level			
Average Reading Score for ELs in 1998	0.20	0.25	652.93
Average change in EO's Reading performance, 1998 to 2004	104.12	173.32	-0.02
Percent poverty	-5.51	-15.21	0.50
Percent of English learners taking initial CELDT in 2004 (1)	-6.53	4.32	0.24
Percent of initial CELDT takers at intermediate or higher level in 2004 (1)	4.94	-3.86	0.54
Ratio BCC credentialed teachers / EL enrollment (2)	-20.06	8.59 (b)	0.02
Ratio ELD credentialed teachers / EL enrollment (2)	9.41	0 (a)	0.04
Ratio SDAIE credentialed teachers / EL enrollment (2)	0 (a)	9.53	0.02
Percent English learners	5.18	11.72	0.29
Northern California	-2.03	-7.15	
Central California	-3.73	-5.97	
Other Region in California	0 (a)	0 (a)	

Exhibit 48: Regression Results for High Schools in CST ELA and Math 2004 (cont.)

Variable	CST ELA Coefficient	CST Math Coefficient	Average Value
Control Variables at the District Level			
Average current expense (4)	0.00	0.00	6992.90
Constant	159.70	153.29	
Observations	182117	152477	
R-squared	0.14	0.18	

Otherwise stated, all coefficients are significant at 5% or 1%.

(a) non significant, (b) significant at 10%

Coefficients that are not significant have been changed to zero.

Otherwise stated, the data source is STAR.

(1) Initial CELDT 2004

(2) API 2004 Academic Performance Index (API) Base Data File at the school level.

(3) 2004 California Basic Educational Data Systems (CBEDS). Professional Assignment Information Form (PAIF)

(4) CDE Current Expense of Education 2003. Calculation of current expense (cost) of education per average daily attendance (ADA) pursuant to Education Code Section 41372.

Reference individual is a ninth grade Hispanic student receiving SDAIE and ELD instruction, whose school is located in Southern California, and whose parents' highest educational level is high school. Imputed missing values of Years in the US set to the grade mean.

Exhibit 49: Difference in Scale Scores in terms of effect sizes for the CST and CAT/6 2004

	Difference SDAIE vs Bilingual	Difference ELD vs Bilingual
CST ELA		
Grade 2	0.36	0.28
Grade 3	0.27	0.20
Grade 4	0.15	0.13
Grade 5	0.11	0.12
Grade 6	0.19	0.24
Grade 7	0.33	0.37
Grade 8	0.36	0.41
Grade 9	0.25	0.25
Grade 10	0.26	0.26
Grade 11	0.28	0.32
CST Math		
Grade 2	0.09	0.02
Grade 3	0.08	0.00
Grade 4	0.08	0.06
Grade 5	0.08	0.06
Grade 6	0.11	0.13
Grade 7	0.10	0.14
Grade 8	0.01	0.08
Grade 9	0.12	0.12
Grade 10	0.00	0.04
Grade 11	0.02	0.08
CAT/6 ELA		
Grade 2	0.37	0.30
Grade 3	0.23	0.17
Grade 4	0.11	0.08
Grade 5	0.06	0.07
Grade 6	0.24	0.27
Grade 7	0.23	0.27
Grade 8	0.25	0.29
Grade 9	0.20	0.20
Grade 10	0.22	0.22
Grade 11	0.16	0.21
CAT/6 Math		
Grade 2	0.07	0.00
Grade 3	0.09	0.02
Grade 4	0.07	0.04
Grade 5	0.02	0.03
Grade 6	0.10	0.11
Grade 7	0.18	0.24
Grade 8	0.09	0.18
Grade 9	0.13	0.15
Grade 10	0.12	0.13
Grade 11	0.06	0.07

Exhibit 49: Difference in Scale Scores in terms of effect sizes for the CST and CAT/6 2004 (cont.)

	Difference SDAIE vs Bilingual	Difference ELD vs Bilingual
CAT/6 Reading		
Grade 2	0.33	0.26
Grade 3	0.17	0.11
Grade 4	0.14	0.09
Grade 5	0.09	0.08
Grade 6	0.22	0.25
Grade 7	0.31	0.33
Grade 8	0.43	0.51
Grade 9	0.32	0.32
Grade 10	0.08	0.08
Grade 11	0.11	0.14

Source: STAR, 2004

Exhibit 50: CAHSEE Math Results

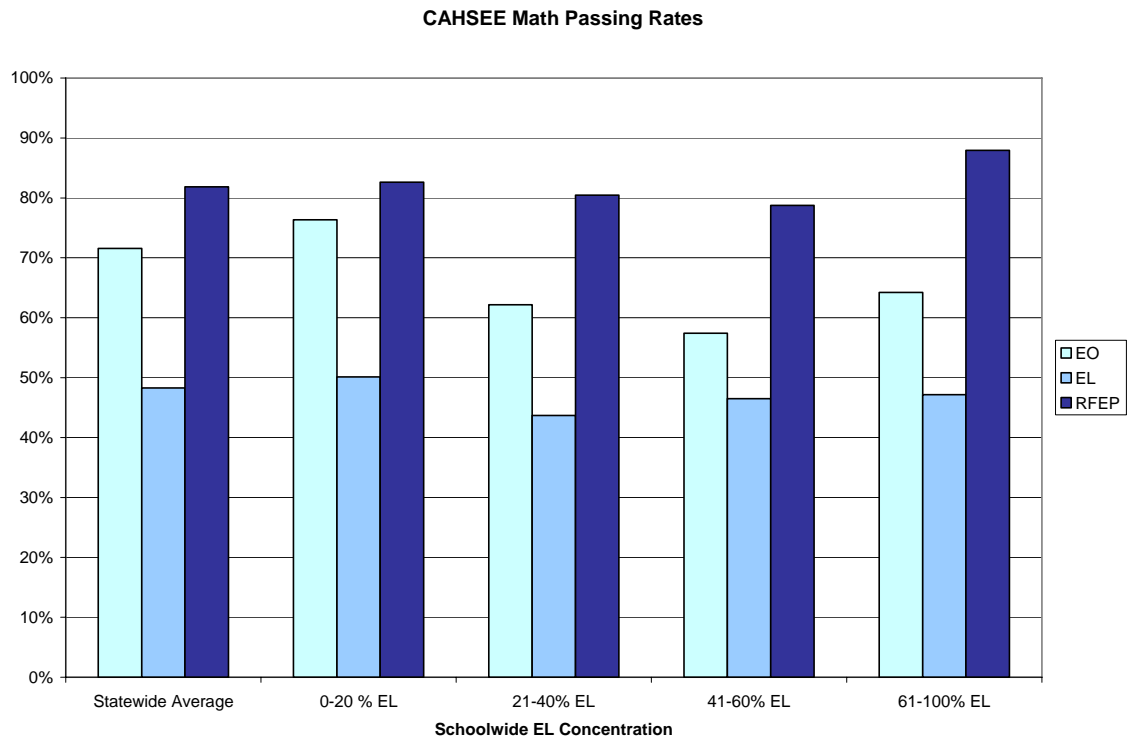
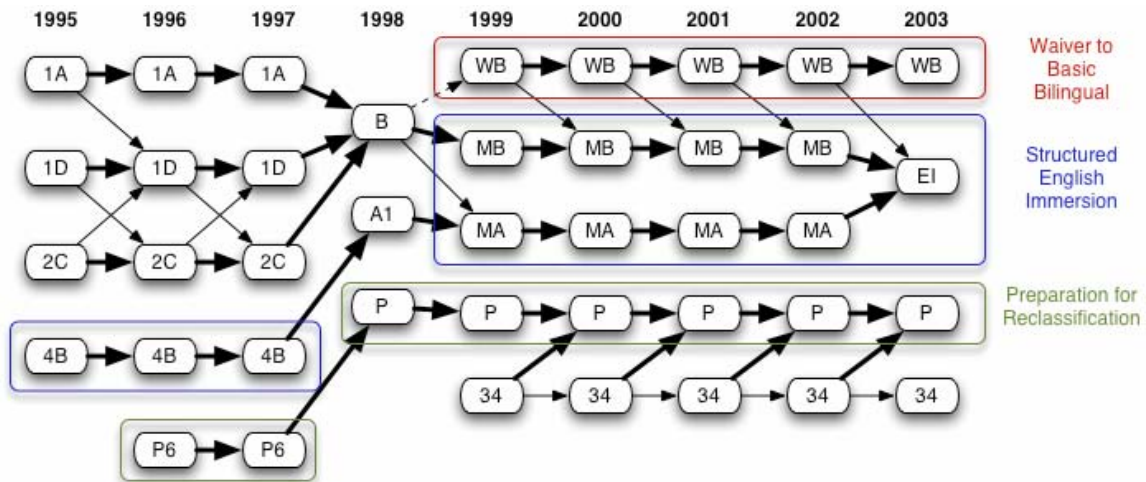


Exhibit 51 English Learners Main Transition Patterns in LAUSD
Only shown if transition probability is at least 15%

The following graph presents the different instructional models implemented in LAUSD over time. The bilingual program before Proposition 227 (i.e., before 1998) was program 1A. Program 4B was the pre-227 structured English immersion program, and 1D and 2C were mixed approaches. The year 1998 represents a transition year in the implementation of Proposition 227. After the introduction of this policy, structured English immersion was organized in programs MA and MB, which in 2003 were combined into one. The waiver to bilingual program is labeled WB.

The following codes correspond to the following programs:

- 1A = bilingual program
- 1D = bilingual program
- 2C = bilingual/immersion program, with 2/3 ELs and 1/3 native English speakers
- 4B = immersion classroom
- B = bilingual program
- P6 = preparation for reclassification, secondary (middle and high school) program code
- 34 = ESL 3/4 classroom, secondary (middle and high school) program code

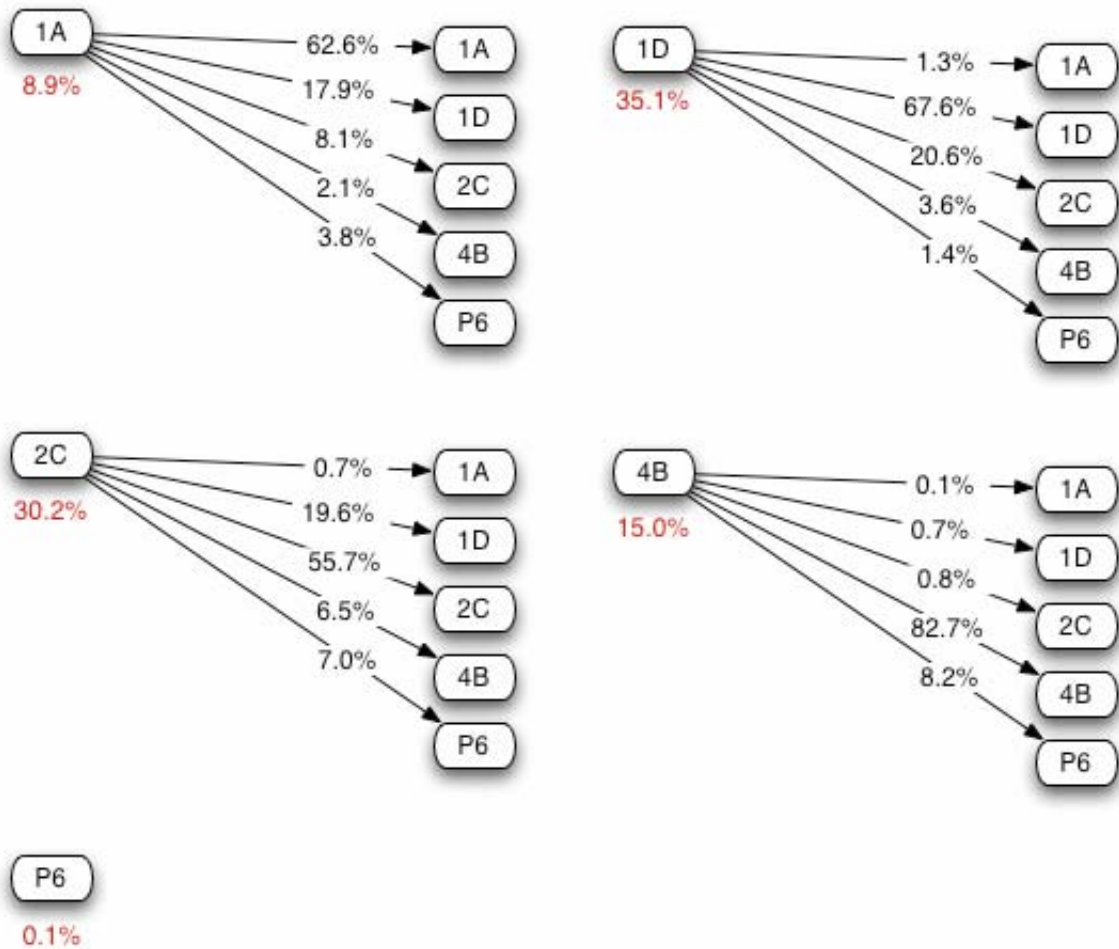


**Exhibit 52 Transition Probabilities from 1995 to 1996 in LAUSD:
Only of Students Appearing in Both Years**

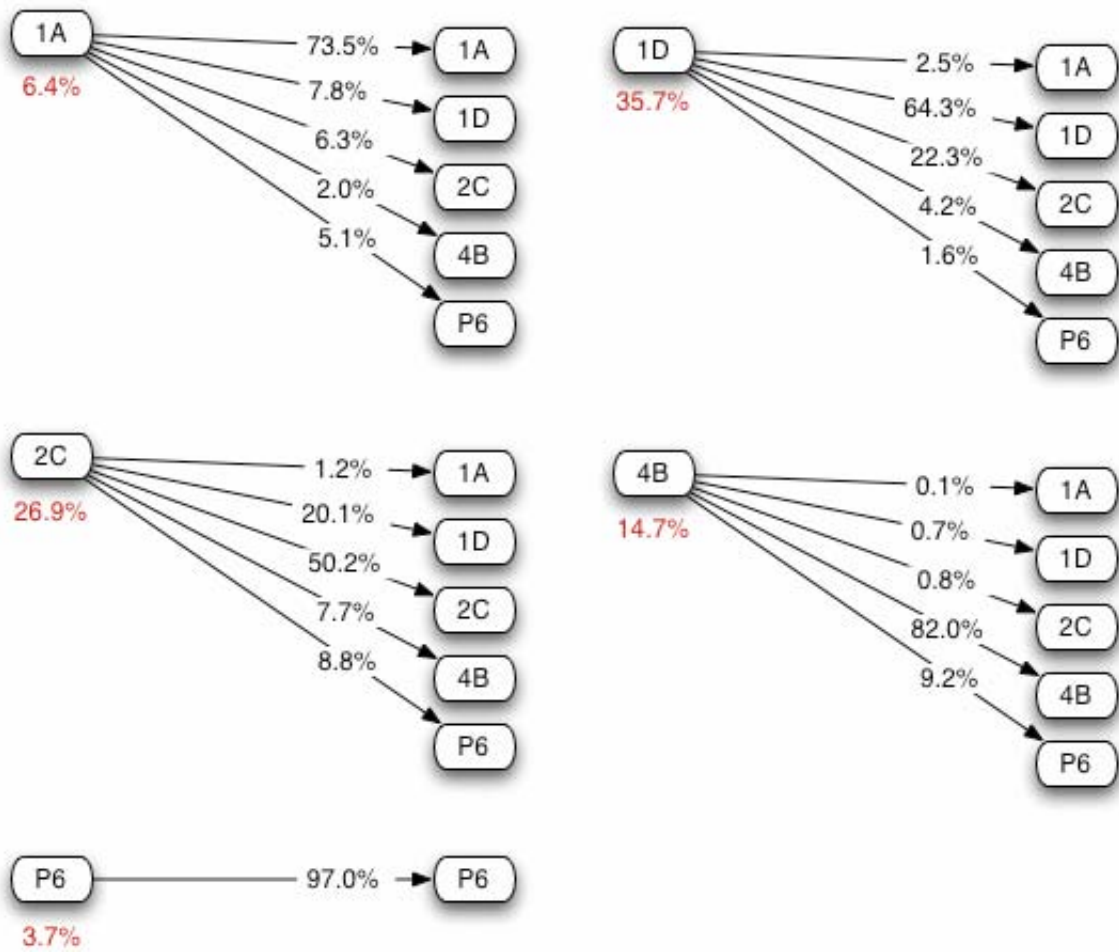
The following graphs show the percentage of English learners enrolled in the main programs implemented in LAUSD each year (this number is highlighted in red below each program). They also show the transition probabilities of moving from one program to another from one year to the next. These proportions of students from program to program can be found in black on each arrow pointing to the following year's program.

The interpretation of these figures is the following. Of those students with a non-missing program code in both years, 1995 and 1996, 62.6 percent of those in program 1A in 1995, also were enrolled in that program one year later. Students in 1D in 1995 were relatively more likely to enroll in the same program in 1996 (67.6 percent).

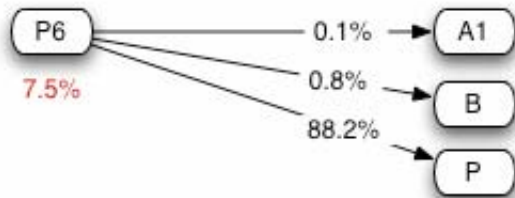
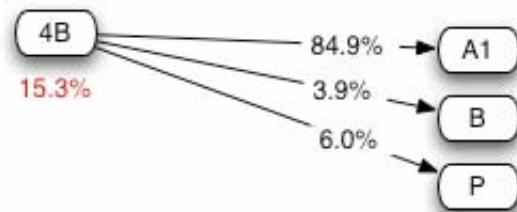
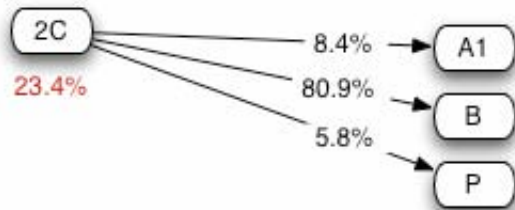
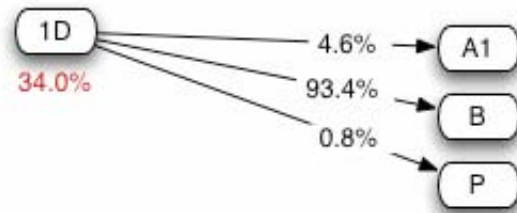
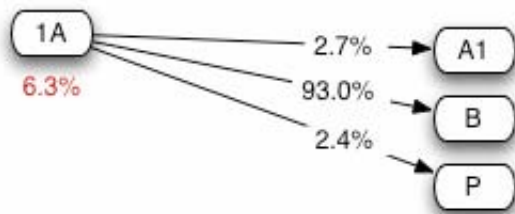
The figure in red indicates that 8.9 percent of ELs were enrolled in program 1A in 1995. Programs 1D and 2C had larger enrollments, with 35.1 and 30.2 percent, respectively, of the EL population.



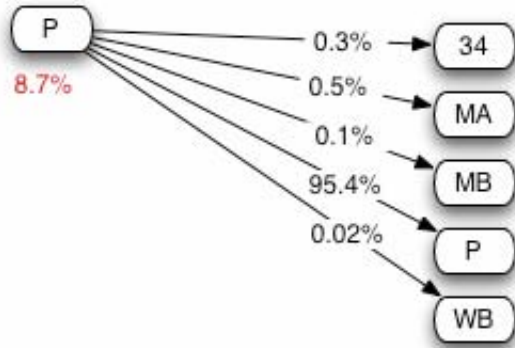
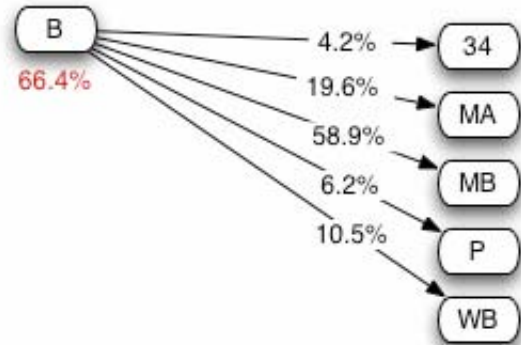
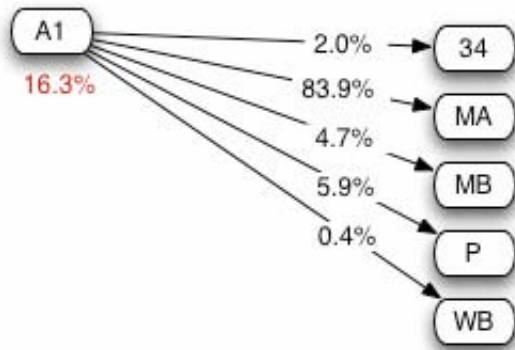
**Exhibit 53 Transition Probabilities from 1996 to 1997 in LAUSD:
Only of Students Appearing in Both Years**



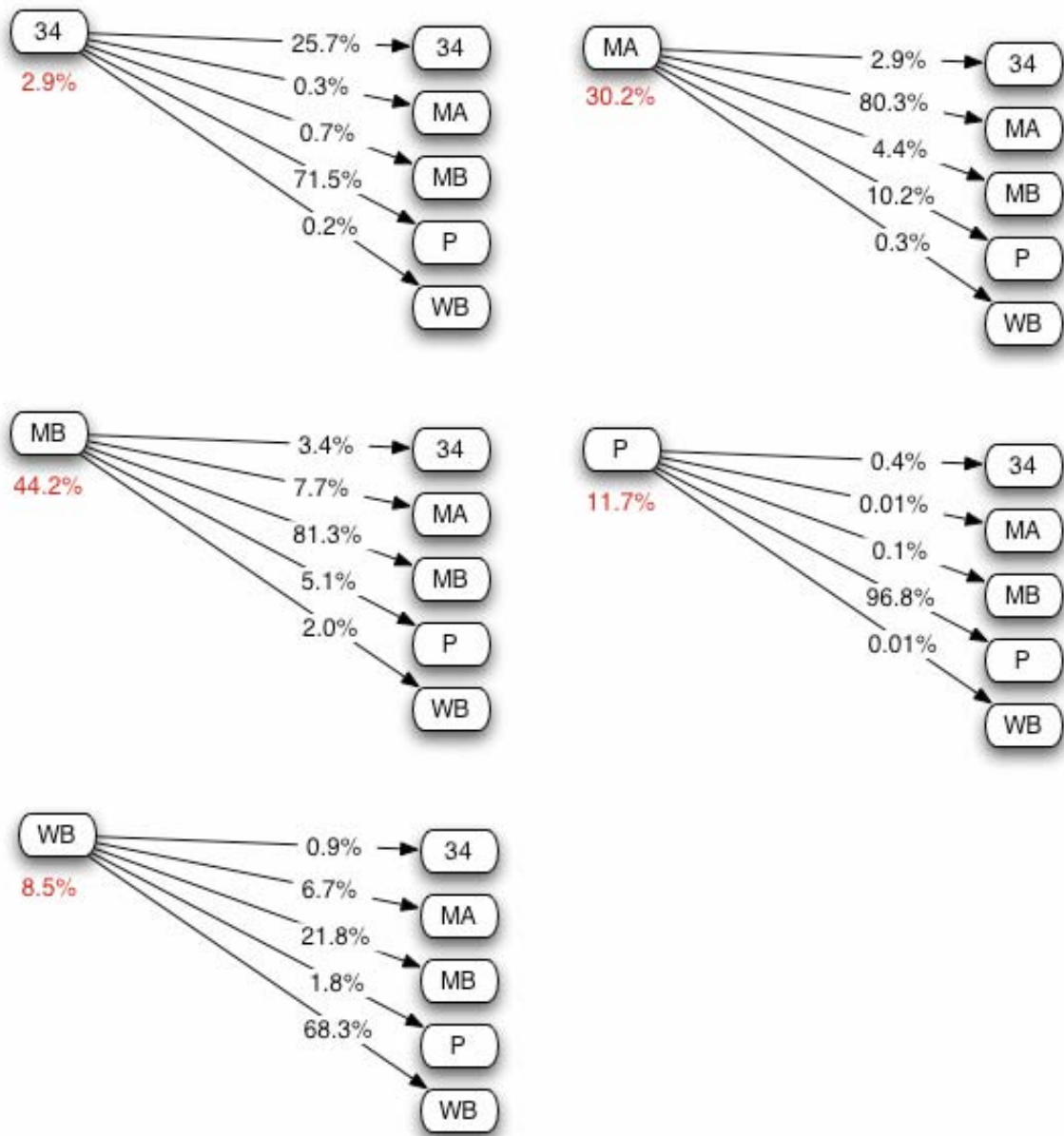
**Exhibit 54 Transition Probabilities from 1997 to 1998 in LAUSD:
Only of Students Appearing in Both Years**



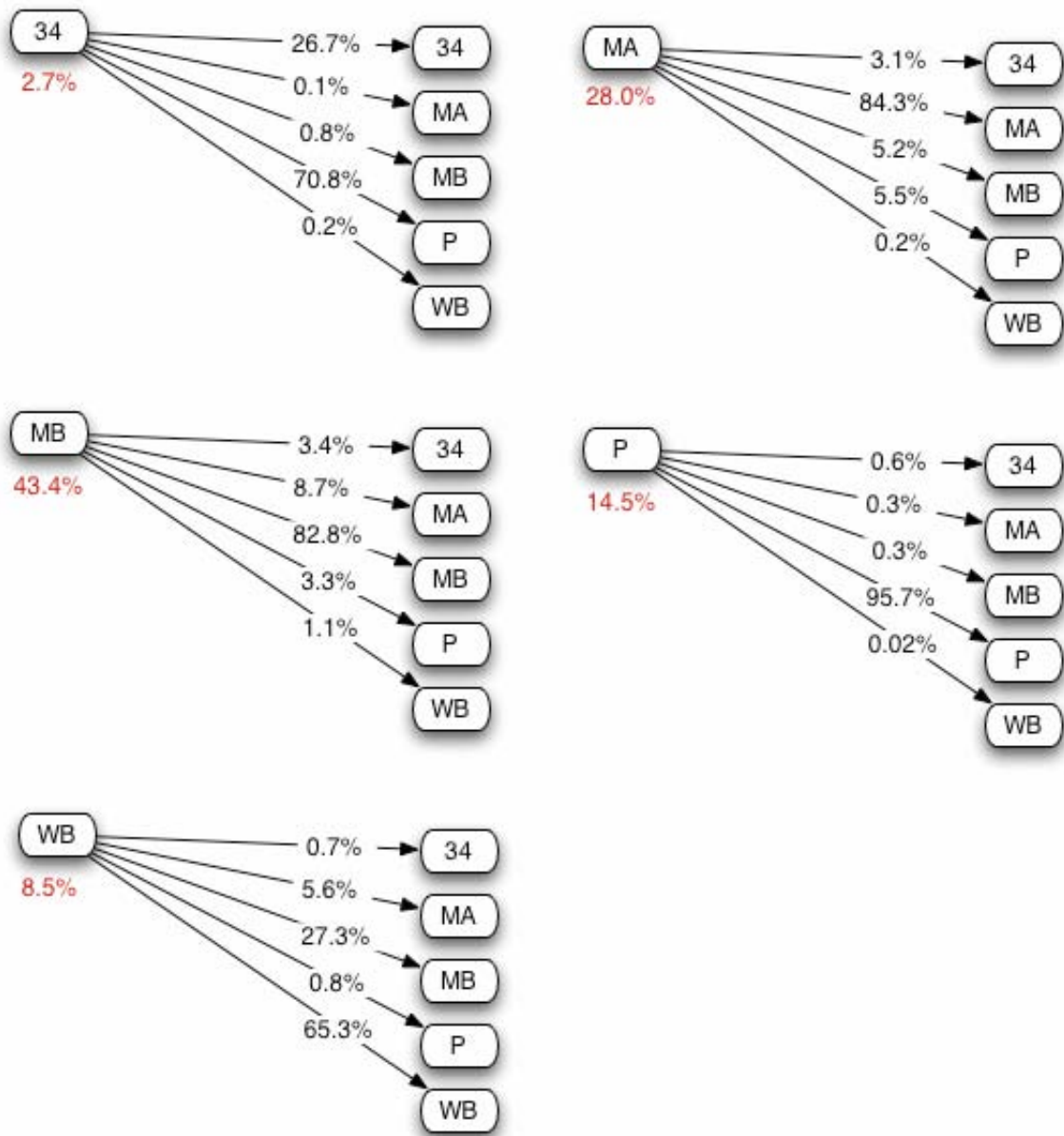
**Exhibit 55 Transition Probabilities from 1998 to 1999 in LAUSD:
Only of Students Appearing in Both Years**



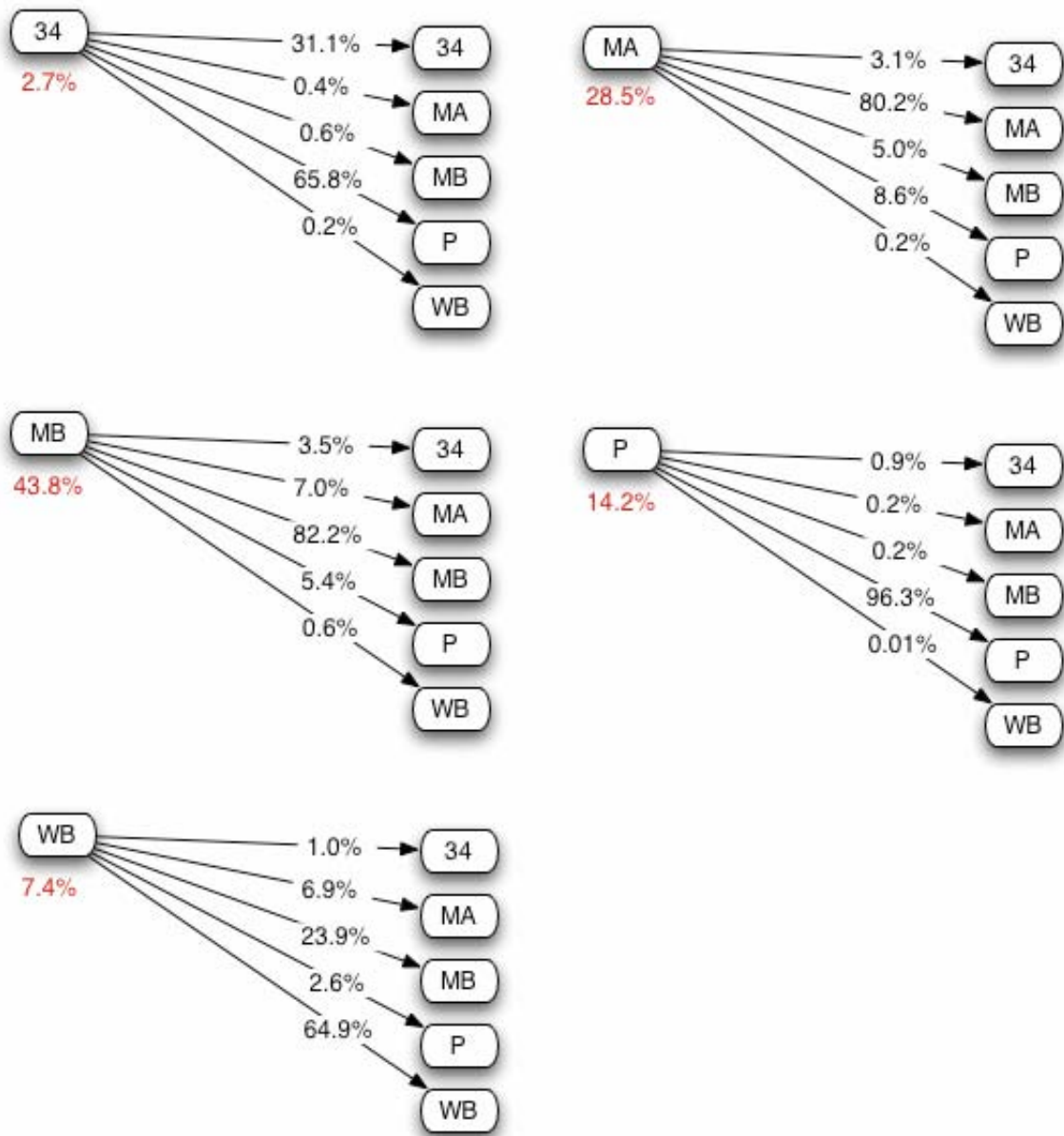
**Exhibit 56 Transition Probabilities from 1999 to 2000 in LAUSD:
Only of Students Appearing in Both Years**



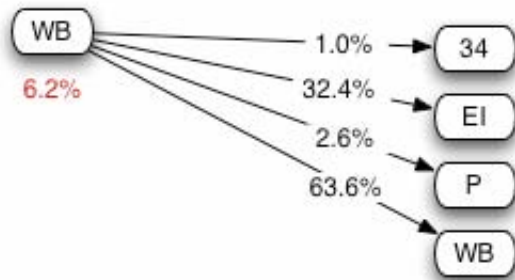
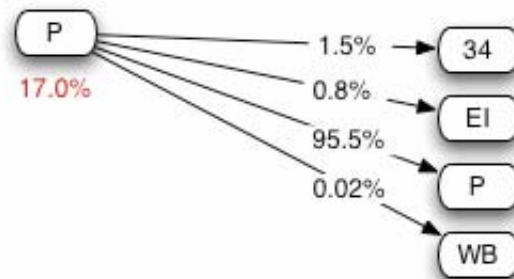
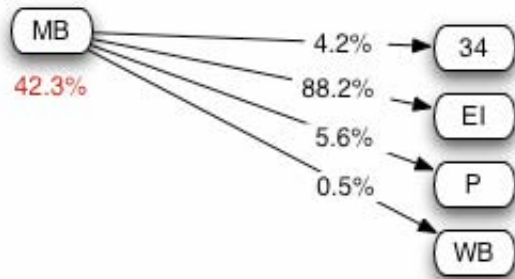
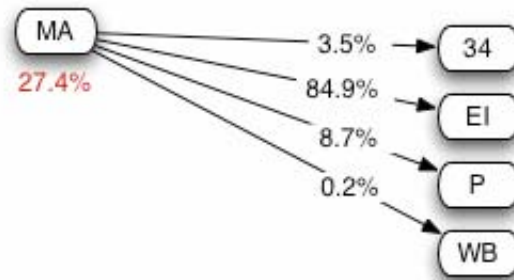
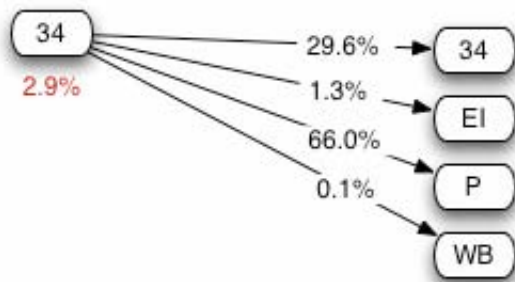
**Exhibit 57 Transition Probabilities from 2000 to 2001 in LAUSD:
Only of Students Appearing in Both Years**



**Exhibit 58 Transition Probabilities from 2001 to 2002 in LAUSD:
Only of Students Appearing in Both Years**



**Exhibit 59: Transition Probabilities from 2002 to 2003 in LAUSD:
Only of Students Appearing in Both Years**



Appendix C:

Chapter IV Exhibits

Exhibit 1. Screenshots of the Interactive Selection Tool

Schoolwide Context Characteristics Screen

Proposition 227 Evaluation

Effective Practices with ELs
Interactive Selection Tool

Sorting Method: Regression Method

Number of Schools

How many schools do you want to choose?

School Type

Elementary Schools
 Middle Schools
 High Schools

Achievement Weights

Within-Year Weights:

Use API Indicator weights
 Add CELDT gain to API weights
 Use customized weights

[Show Elementary and Middle School Weights](#)
[Show High School Weights](#)

Across-Years Weights:

1999:	<input type="text" value="20.0"/> %
2000:	<input type="text" value="20.0"/> %
2001:	<input type="text" value="20.0"/> %
2002:	<input type="text" value="20.0"/> %
2003:	<input type="text" value="20.0"/> %
2004:	<input type="text" value="0.0"/> %

Percent of English Learners (ELs)

Choose schools where the percent of ELs is within the following range:

Minimum: %
Maximum: %

Predominant Language of ELs

Choose only schools where the predominant language of ELs is:

Poverty Cut-Off

No poverty cut-off
 Apply poverty cut-off to all the schools in California
 Apply poverty cut-off to schools with the range in % of ELs defined above

Please choose the minimum poverty percentile:
(enter numbers between 0 - 100)

Poverty Percentile: Percentile

Instructional Program Participation

Choose All Schools
 Choose only L1 Schools
 Choose only Non-L1 Schools

Cut Point For Defining L1 Schools

Percent of ELs in alternative course of study (bilingual education): %

CHOOSE SCHOOLS

American Institutes for Research (AIR)

Elementary and Middle School Weighting for EL Achievement Ranking Screen

Within-Year Weights: Elementary and Middle Schools (Grades 2-8)

Reset to API Indicator Weights Example Weights

Content Area	1998-1999	1999-2000	2000-2001	2001-2002		2002-2003		2003-2004	
	NRT	NRT	NRT	NRT	CST	NRT	CST	NRT	CST
English Language Arts									
ELA NRT									
Reading	30.0 %	30.0 %	30.0 %	15.0 %		10.0 %		10.0 %	
Language	30.0 %	30.0 %	30.0 %	15.0 %		10.0 %		10.0 %	
Spelling	0.0 %	0.0 %	0.0 %	0.0 %		0.0 %		0.0 %	
ELA CST					30.0 %		40.0 %		40.0 %
Mathematics									
Math NRT	40.0 %	40.0 %	40.0 %	40.0 %		10.0 %		10.0 %	
Math CST							30.0 %		30.0 %
TOTAL	100 %	100 %	100 %	70 %	30 %	30 %	70 %	30 %	70 %

High School Weighting for EL Achievement Ranking Screen

Within-Year Weights: High Schools (Grades 9-11)

Reset to API Indicator Weights Example Weights

Content Area	1998-1999	1999-2000	2000-2001	2001-2002		2002-2003			2003-2004		
	NRT	NRT	NRT	NRT	CST	NRT	CST	CAHSEE	NRT	CST	CAHSEE
English Language Arts											
ELA NRT											
Reading	30.0 %	30.0 %	30.0 %	15.0 %		10.0 %			10.0 %		
Language	30.0 %	30.0 %	30.0 %	15.0 %		10.0 %			10.0 %		
ELA CST					30.0 %		40.0 %			40.0 %	
ELA CAHSEE								0.0 %			0.0 %
Mathematics											
Math NRT	40.0 %	40.0 %	40.0 %	40.0 %		10.0 %			10.0 %		
Math CST							30.0 %			30.0 %	
Math CAHSEE								0.0 %			0.0 %
Science											
Science NRT	0.0 %	0.0 %	0.0 %	0.0 %		0.0 %			3.0 %		
Science CST										0.0 %	
Social Science											
Social Science NRT	0.0 %	0.0 %	0.0 %	0.0 %							
Social Science CST							0.0 %			0.0 %	
TOTAL	100 %	100 %	100 %	70 %	30 %	30 %	70 %	0 %	30 %	70 %	0 %

Exhibit 2. Regional Definition Used for I Stratum

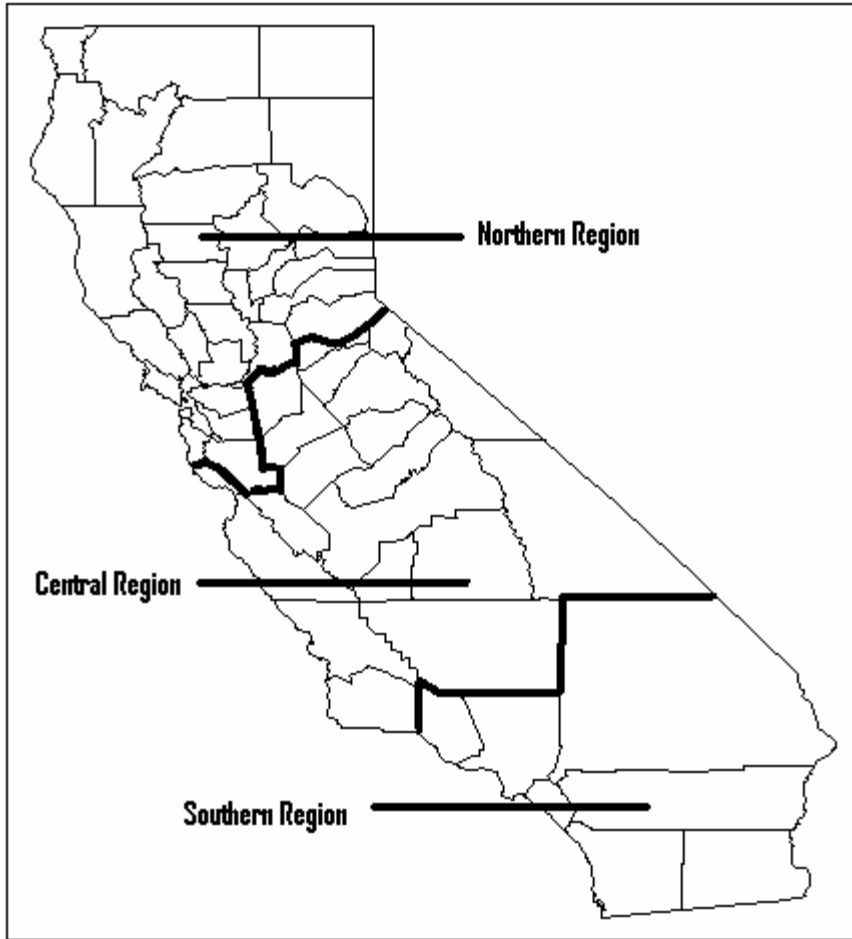


Exhibit 3. Original Matrix of School Sample for Phone Interviews

School Type	Concentration of ELs				Total
	High EL (61% or more)	Mod EL (41% to 60%)	Low EL (21% to 40%)	Lowest EL (20% or less)	
Not L1 Elementary Schools	A 12	B 12	C 9		33
L1 Elementary Schools	D 4	E 3	F 2		9
Middle Schools	G 9				9
High Schools	H 9				9
Central Valley Schools	I 15				15
Total	~33	~31	11		75

Not L1: Primary language instruction offered to less than 25% of ELs in 2003-04
L1: Primary language instruction offered to 25% or more of ELs in 2003-04

Central Valley Sampling Submatrix (for Stratum I above)

School Type	Concentration of ELs			
	High EL (61% or more)	Mod EL (41% to 60%)	Low EL (21% to 40%)	Lowest EL (20% or less)
Elementary Schools	6	5		
Middle Schools	2			
High Schools	2			
Total	15			

Exhibit 4. Performance and Contextual Characteristics of Participating Schools

			EL/RFEP Performance Characteristics		Schoolwide Context Characteristics								
Sample School #	Sampling Stratum	School Level	Within Stratum Achievement Ranking	Statewide Achievement Ranking	% Poverty*	% ELs*	% Spanish Speaking ELs	Region	Urbanicity	API State Rank 2002	API State Rank 2003	API Similar Schools Rank 2002	API Similar Schools Rank 2003
1	A	Elementary	99	85	72.0	61.0	98.6	South	Suburban	7	6	10	10
2	A	Elementary	97	74	74.0	75.0	66.5	South	Suburban	5	6	9	8
3	A	Elementary	99	90	100.0	68.0	29.0	North	Urban	6	6	10	9
4	A	Elementary	96	43	98.0	83.0	100.0	Central	Missing	4	4	10	10
5	A	Elementary	97	73	91.0	66.0	48.1	South	Suburban	4	4	7	6
6	A	Elementary	98	77	100.0	76.0	52.8	South	Urban	6	6	10	10
7	A	Elementary	98	76	100.0	81.0	82.9	South	Urban	5	4	10	9
8	A	Elementary	99	81	100.0	72.0	83.0	South	Urban	6	6	10	10
9	A	Elementary	98	76	77.0	75.0	70.4	South	Urban	5	6	6	9
10	A	Elementary	99	80	100.0	63.0	86.7	South	Urban	7	7	10	10
11	A	Elementary	99	80	74.0	71.0	57.2	South	Urban	6	5	7	5
12	A	Elementary	98	76	69.0	75.0	70.6	South	Suburban	7	7	10	10
13	B	Elementary	99	87	74.0	49.0	44.7	South	Urban	7	7	10	9
14	B	Elementary	99	87	71.0	45.0	42.2	South	Missing	6	7	6	8
15	B	Elementary	99	87	36.0	46.0	52.0	South	Suburban	8	8	10	10
16	B	Elementary	98	81	88.0	51.0	61.9	South	Suburban	6	7	10	10
17	B	Elementary	98	86	71.0	48.0	99.6	South	Suburban	8	7	10	10
18	B	Elementary	99	87	68.0	44.0	42.1	South	Missing	6	6	5	4
19	B	Elementary	97	79	0.68	0.48	55.7	North	Urban	5	7	6	10
20	B	Elementary	98	85	63.0	47.0	58.0	North	Urban	7	7	10	10
21	B	Elementary	98	82	63.0	48.0	59.9	South	Suburban	6	6	5	6
22	B	Elementary	99	88	67.0	43.0	38.7	South	Missing	6	6	8	6
23	B	Elementary	99	95	52.0	47.0	40.3	North	Urban	7	7	7	5
24	C	Elementary	99	91	88.0	30.0	98.1	South	Suburban	8	8	10	10

			EL/RFEP Performance Characteristics		Schoolwide Context Characteristics								
Sample School #	Sampling Stratum	School Level	Within Stratum Achievement Ranking	Statewide Achievement Ranking	% Poverty*	% ELs*	% Spanish Speaking ELs	Region	Urbanicity	API State Rank 2002	API State Rank 2003	API Similar Schools Rank 2002	API Similar Schools Rank 2003
25	C	Elementary	99	94	37.0	32.0	31.7	South	Missing	9	9	7	5
26	C	Elementary	99	90	5.0	23.0	23.7	North	Suburban	10	10	5	6
27	C	Elementary	99	93	31.0	23.0	43.9	South	Suburban	9	9	10	8
28	C	Elementary	99	91	43.0	24.0	24.8	North	Urban	8	7	9	9
29	C	Elementary	99	93	57.0	36.0	98.7	South	Suburban	9	8	10	10
30	C	Elementary	99	91	32.0	31.0	70.9	South	Urban	9	9	10	10
31	D	Elementary	99	84	100.0	83.0	72.0	South	Urban	6	7	10	10
32	D	Elementary	98	60	100.0	65.0	82.9	South	Urban	4	5	9	9
33	D	Elementary	99	62	74.0	69.0	90.4	North	Urban	3	4	6	7
34	E	Elementary	99	70	82.0	56.0	78.8	South	Urban	6	5	10	9
35	E	Elementary	99	91	80.0	49.0	63.6	North	Urban	7	8	10	10
36	F	Elementary	99	79	77.0	32.0	66.9	North	Urban	4	4	9	7
37	F	Elementary	99	81	17.0	28.0	70.4	South	Suburban	7	7	3	3
38	G	Middle	99	84	60.0	30.0	42.7	South	Missing	7	7	9	8
39	G	Middle	99	83	37.0	29.0	67.2	North	Urban	6	7	10	10
40	G	Middle	98	79	58.0	22.0	38.9	North	Urban	3	3	1	3
41	G	Middle	99	84	66.0	22.0	50.5	South	Urban	7	7	8	10
42	G	Middle	99	83	53.0	34.0	62.7	South	Suburban	7	7	8	7
43	G	Middle	99	81	32.0	26.0	48.4	North	Urban	7	7	6	5
44	G	Middle	98	78	69.0	37.0	52.7	South	Suburban	6	6	6	8
45	G	Middle	99	81	69.0	49.0	50.6	South	Suburban	6	6	5	7
46	H	High	98	69	72.0	54.0	83.2	South	Urban	3	4	8	10
47	H	High	97	65	74.0	43.0	40.6	South	Missing	4	4	3	3
48	H	High	98	72	58.0	42.0	64.8	South	Suburban	5	6	8	8
49	H	High	99	75	57.0	35.0	23.7	North	Suburban	5	5	9	8

			EL/RFEP Performance Characteristics		Schoolwide Context Characteristics								
Sample School #	Sampling Stratum	School Level	Within Stratum Achievement Ranking	Statewide Achievement Ranking	% Poverty*	% ELs*	% Spanish Speaking ELs	Region	Urbanicity	API State Rank 2002	API State Rank 2003	API Similar Schools Rank 2002	API Similar Schools Rank 2003
50	H	High	99	80	47.0	30.0	62.0	South	Suburban	6	7	6	8
51	H	High	99	80	64.0	40.0	37.8	South	Missing	5	7	7	5
52	H	High	96	64	71.0	49.0	100.0	Missing	Rural	6	8		
53	H	High	97	67	60.0	35.0	43.8	North	Urban	3	4	6	9
54	I	Elementary	95	43	93.0	63.0	98.3	Central	Rural	2	2	4	6
55	I	Elementary	99	47	91.0	65.0	90.9	Central	Urban	3	4	9	10
56	I	Elementary	98	45	96.0	67.0	98.8	Central	Suburban	3	2	8	7
57	I	High	99	36	43.0	41.0	98.3	Central	Rural	3	2	8	4
58	I	High	93	34	41.0	46.0	94.3	Central	Urban		2		6
59	I	Elementary	94	41	100.0	61.0	97.6	Central	Suburban	3	3	9	8
60	I	Elementary	99	73	95.0	54.0	99.2	Central	Suburban	4	4	7	8
61	I	Elementary	99	62	54.0	45.0	96.7	Central	Suburban	7	6	7	9
62	I	Elementary	98	62	55.0	51.0	98.8	Central	Suburban	6	7	8	10
63	I	Middle	99	53	86.0	42.0	76.5	Central	Urban	4	4	10	9
64	I	Middle	97	44	99.0	64.0	88.6	Central	Suburban	3	3	10	10
65	I	Elementary	99	63	72.0	49.0	90.7	Central	Rural	5	3	5	5
66	I	Elementary	96	59	63.0	42.0	90.9	Central	Rural	6	7		

* Percent ELs and percent poverty were calculated using student-level STAR 2003-04 data, which includes data for tested students in grades 2 through 11.

Exhibit 5. Typology of Elements that May Contribute to EL Achievement

School/District Vision

- A. Clear, coherent instructional plan
 - Key words: alignment, all on the same page*
 - clear plan for instruction of EL students, which is appropriate to local circumstances (e.g., school level, differences in such factors as percent EL, concentration or mix of languages, concentration of newcomers, etc.)
 - carefully-planned transition from SEI, ELD, and/or bilingual instruction to mainstream classes
 - coherent and shared vision/schoolwide goals for EL students
 - articulation and consistent implementation of the plan
- B. Shared expectations and beliefs about student learning
 - high expectations for all students including ELs
 - education of ELs is a schoolwide priority
- C. Supportive school/district climate
 - home languages and cultures valued as resources to be built upon
 - connection to students' cultures reflected throughout the school
 - staff representative of major student cultural groups

School/District Staff

- D. Leadership
 - Key words: teacher leadership team, distributed leadership, goal-setting*
 - articulates vision for instruction of ELs
 - has personal characteristics that maximize leadership capacity (e.g., dynamic, proactive, highly motivated, positive, involved, supportive, responsive, and flexible)
 - articulates high expectations and accountability
 - focuses priority and attention on EL programs and performance
 - recruits and retains principals and teachers with strong qualifications/experience in regard to EL instruction
 - has and utilizes specialized knowledge about instructional strategies for language acquisition
 - shares decision-making and/or respects autonomy of principals and teachers to make instructional decisions
 - acts as a broker (or possibly a buffer with district, in the cases of principal) to ensure that EL needs are met
- E. Experience, qualifications and characteristics of instructional staff
 - years of experience with ELs
 - teacher credentials
 - authorizations for teaching ELs (e.g., CLAD or LDS; BCLAD or BCC; SB 1969/SB 395 authorization)
 - staff fluent in student home languages
 - staff biculturalism
- F. Instructional coaches/support
 - Key words: literacy coaches, peer coaches, reading recovery teachers, reading specialists, resource teachers*

- G. Teacher/departmental collaboration
Key words: teacher meetings, collaborative work, instructional planning
 - coordination and planning within EL teacher team/department (at district level)
 - coordination and planning between mainstream and EL teachers/cross-departments at district level
 - time set aside for instructional staff to work together
- H. Professional development
Key words: professional learning, workshops, teacher meetings, collaborative work
 - high-quality, sustained staff development
 - focused on issues (and instructional methods) related to ELs
 - used to improve instruction and classroom practice

School Organization

- I. Grouping/integrating of EL students
 - intentional grouping (e.g., in classrooms or intervention programs by primary language or level of English proficiency)
 - intentional integrating
- J. Maximized use of instructional time during normal school day
 - structured to maximize time on instructional tasks
 - organized to allow block scheduling or schools-within-schools)
- K. Additional instructional time for ELs
Key words: after-school, tutoring, extended day programs, 6 to 6 programs, intersession, summer school

District Support

- L. District flexibility
- M. District use of resources (e.g., teacher release time, teacher recruitment and assignment to schools)
- N. District curriculum support/development
- O. District professional development
 - workshops or other instruction for teachers or school administrators (e.g., on best teaching practices for ELs, data-driven planning, etc.)
 - instructional modeling/coaching

Curriculum and Instruction

- P. Curriculum and instruction tied to goals and standards
Key words: content standards, state-adopted textbooks, Houghton-Mifflin, Open Court, Harcourt Brace, Language!, High Point, Scott Foresman
- Q. Equity of access to core curriculum for EL students
- R. Model of EL instruction (e.g., immersion, bilingual, dual immersion)
- S. Focus on English language development
Key words: SDAIE, sheltered instruction, realia, providing context, building on previous knowledge, scaffolding
 - opportunities to practice English
 - use of strategies aimed at enhancing English acquisition and comprehension
 - well-defined sequence of ELD based on English proficiency level

- T. General instructional strategies
 - curriculum that balances basic and higher-order skills
 - explicit instruction in basic skills and learning strategies
 - opportunities for student-directed activities that link learning to their experiences
- U. Adequate materials to address instructional needs of EL students
- V. Whole-school reform model
Key words: Comprehensive School Reform, CSR, CSRD, Success for All, America's Choice

Systematic Assessment and Data

- W. Primary language and/or English proficiency as well as academic achievement are assessed regularly
- X. Organized process for monitoring student outcomes to plan instruction—i.e., to improve school/classroom practices and adjust to EL instructional needs
Key words: Data-driven, Data-based decision-making, Reading RESULTS, district assessments, CAT/6, CST, CA standards test, Open Court
- Y. Systematic examination of data for teacher accountability

Community Outreach

- Z. Family involvement
Key words: parent academic liaison, PTA, ELAC, site council
 - regular school-home communication in families' native languages
 - climate of co-responsibility
 - home-based academic support—e.g., helping with homework or reading
 - activities to enhance home-school connections—e.g., CBET, parent education classes, PTA, home visits, classroom volunteering
- AA. External partnerships and integrated services
 - links with community-based organizations, businesses, or universities
 - health or social services on-site or referred

Other

- BB. Resources
Key words: Title I, High Priority Program or supplemental grants from foundations, etc.
 - adequacy
 - effective budgeting
 - strategic allocation of human, material, and fiscal resources
 - access to supplemental funds (e.g., foundation grants)
- CC. Technology to supplement instruction (e.g., Software or other technology that facilitates English language development)
- DD. Other

Exhibit 6. School Administrator Phone Interview Protocol

Respondent:

Respondent's Position:

School:

District:

Interviewer:

Date:

Start Time:

End Time:

Respondent Background (2 minutes)

1) *I'd like to begin by asking you to tell me a bit about your background – especially as it relates to EL programs and/or Proposition 227 at this school.*

a) *How long have you been the principal of this school?*

_____ years

b) *How many years have you been a principal in total?*

_____ years

School Effectiveness and Challenges with ELs (20-25 minutes)

The next set of questions relates to your perspective on the current level of progress your school's ELs are making in learning English and mastering academic content. Have you had a chance to look over our FAQ sheet?

2) *As you know, in exploring EL performance, your school appeared particularly effective. Do you share this perception?*

- Yes
- No → *Why not?*

3) *What indicators do you look at to see how your ELs are doing?*

- Standardized achievement tests (e.g., CST, CAT/6, CAHSEE, SABE/2, API, AYP)
- Standardized English proficiency exams (e.g., CELDT, AMAOs)
- District, school, or classroom assessments
- Graduation or college prep course completion rates
- Number/percent of students redesignated
- Number/percent of students mainstreamed
- Other non-achievement indicator: _____
- Other _____

4)

a) *What factors do you feel have been most effective in boosting the academic performance of the ELs in your school? I realize there are likely multiple factors. But if you had to limit it, what would you list at the top three?*

- 1.
- 2.
- 3.

b) *Since we have limited time, I would like to focus our discussion on one of the three factors you mentioned. Which of the three factors would you say has been the most critical to the current level of EL performance seen at your school?*

c) *How has this been important to your success? Can you give me an example?*

5)

a) *We are also interested in learning what you feel are the greatest challenges to increasing the academic performance of the ELs in your school. I recognize that there are likely multiple challenges. But if you had to limit it, what are the top 3 challenges your school faces?*

- 1.
- 2.
- 3.

b) *In the interest of time, I would like to focus our discussion on one of the three factors you mentioned. Which of the three factors would you say has been the greatest challenge to improving the performance of ELs? How so?*

c) *Are you addressing this challenge?*

- Yes → *How?*
- No

(Probe only if student population selected as a top 3 challenge)

d) *Given the characteristics of this population, what is the greatest impediment to serving their needs?*

6) *How do you map language learning objectives onto your academic instructional objectives? (alternatively: teach content areas at the same time as helping students to master English)*

7) *Based on your experience, if you could offer one piece of advice to principals across the state about facilitating academic success among ELs, what would it be?*

I'd now like to ask you about four specific factors associated with effective programs for EL students (*mention if already been discussed*). For each factor, we will use a scale of 0-10, with a response of 0 meaning not at all and 10 meaning to the greatest extent possible.

- 8)
- a) *First, we're interested in learning about the importance of using EL performance data to plan instruction. On a scale of 0-10, to what extent has this been one of the most important factors to the success of the ELs you teach?*
 - b) *Do you have any specific advice for other schools about the best way use such data to guide instructional planning?*
- 9) *I'd also like to ask you about your school's vision for the instruction of EL students.*
- a) *On the 0 - 10 scale, to what extent is there a clear plan for instructing ELs that is understood and implemented by all instructional staff in your school (in your opinion)?*
 - b) *On the 0 – 10 scale, to what extent does this common plan (or lack thereof) impact EL achievement (in your opinion)?*
- 10)
- a) *On the scale of 0 to 10, to what extent has the district supported your efforts to improve EL performance?*
 - b) *If you had to name one thing your district has done that most supports your efforts to improve EL performance, what would that be?*
 - Technical assistance
 - Professional development
 - Release time for teachers
 - Resources
 - Other
 - c) *Is there anything your district could do that would better support your efforts to improve EL performance?*
 - Technical assistance
 - Professional development
 - Release time for teachers
 - Resources
 - Other
- 11) *I'd also like to ask you a little bit about leadership.*
- a) *Who are the primary leaders in regard to instruction of ELs in your school? What is that person's title/role?(In terms of governance and decision-making, would you also be one of the leaders?)*

(Check all that apply)

- The key players in governance and decision-making related to ELs include:
 - Principal
 - EL coordinator/specific person who oversees EL issues
 - ELAC
 - Other school administrators who collaborate/share responsibilities related to ELs
 - Official teacher leadership team for ELs
 - Teachers who work together informally (or one particular teacher who takes on an ad hoc leadership role)
 - Instructional coaches/support people
 - County office of education (COE) staff
 - Parents or other community members
 - Students

b) *On the same scale of 0-10, how important has leadership been in affecting EL achievement in your school?*

c) *How does leadership affect the performance of ELs at your school?*

- Principal or another school administrator effectively:
 - Articulates a schoolwide vision for instruction of ELs
 - Uses personal characteristics that maximize leadership capacity (e.g., dynamic, proactive, highly motivated, positive, involved, supportive, responsive, flexible)
 - Articulates high expectations and accountability
 - Focuses priority and attention on EL programs and performance
 - Utilizes specialized knowledge about instructional strategies for language acquisition
 - Recruits and retains teachers with strong qualifications/experience in regard to EL instruction
 - Shares decision-making and/or respects autonomy of teachers to make instructional decisions
 - Acts as a broker and/or buffer with district to ensure EL needs are met.

12) *Is there one key person at your school who has made a major difference in EL performance? What role has he/she has played in this regard? (Note: if this person is participating in the phone call, ask directly about their role)*

- EL Coordinator
- Other administrator: _____
- Teacher
- Parent
- District representative
- Other: _____
- N/A

Instructional Program for ELs (10 minutes)

Now I'd like to talk more about your instructional program for ELs.

13)

- a) *From the data, it looks like you **have/don't have** a bilingual program. (What are the predominant modes of EL instruction at your school? Do you have a dual-immersion program?)*
- SEI/ELD/Immersion
 - Bilingual
 - Dual immersion
 - Other_____
- b) *[ASK IF DUAL-IMMERSION OFFERED] Could you estimate the percentage of EL students by primary approaches?*

14)

- a) *We're interested in hearing about how a typical day is structured for the average EL student at your school. (Probe: for example, a student with early intermediate English proficiency, or level 2 on the CELDT.)*
- b)
- c) *How would it be different from what an EO would receive?*
- c) *How are classrooms with ELs organized? How is ELD provided?*

CLASSROOM GROUPING

- EL students are distributed across mainstream classes school-wide
- EL students are distributed across mainstream classes school-wide after achieving a set level of English proficiency
- Low-proficiency EL students are grouped together in a track of core courses
- EL students are grouped in classes according to primary language
- EL students are grouped in classes according to English proficiency level
- EL students with heterogeneous proficiency levels are grouped in classes
- EL students are grouped in a particular track (if applicable)
- Other_____

PROVISION OF ELD SERVICES

- ELD instruction is integrated into the core curriculum
- ELD instruction is provided separately for ELs during class time (e.g., in pull-out classes)
- ELD instruction is provided partially in place of English-language arts content instruction
- ELD instruction is provided to all students (i.e., both EL and EO)
- ELD instruction is offered before or after school
- Other_____

15) *We're also interested in what's happening informally in classrooms.*

a) *Tell me about how primary language fits into your non-bilingual immersion program, if at all.*

(DON'T ASK, SELECT ONE)

- Teachers specifically directed not to use primary language. Yes/No [If yes, go to Question 18]
- 100% bilingual

b) *I want to qualify the frequency of generally how often primary language is used? How often do...*

- Teachers use primary language for basic clarification? [Frequently/Occasionally/Rarely/ Never]
- Instructional aides/parents provide primary language support? [Frequently/Occasionally/Rarely/ Never]
- Teachers use primary language to preview or review instructional content? [Frequently/Occasionally/Rarely/ Never]
- Teachers deliver academic content in primary language? [Frequently/Occasionally/Rarely/ Never]
- Students communicate with each other in their primary language? [Frequently/Occasionally/Rarely/ Never]

16) ***[ASK IF BILINGUAL OFFERED]*** *I'd (also) like to hear about how English is used in bilingual classroom settings, if at all.*

(DON'T ASK, SELECT ONE)

- English is not used in bilingual classroom settings [Yes/No] [If yes, skip to Question 17]

a) *How often is English used for in each of the following scenarios, if at all?*

- Used to develop specific academic vocabulary in English? [Frequently/Occasionally/Rarely/ Never]
- English used to preview or review academic content? [Frequently/Occasionally/Rarely/ Never]
- Academic content instruction provided in English? [Frequently/Occasionally/Rarely/ Never]
- Students discuss academic content in English? [Frequently/Occasionally/Rarely/ Never]
- Instructional aides provide support in English? [Frequently/Occasionally/Rarely/ Never]

17) [ASK IF BILINGUAL OFFERED]

- a) *Do your students receiving primary language (bilingual) instruction face special challenges on standardized tests?*
- b) *Can you describe these challenges?*
- c) *How do you strive to overcome them?*
 - Dual immersion program
 - Early exit or transitional bilingual program
 - Primary language is used as a foundation for development of English
 - Academic content provided in English is previewed or reviewed in primary language
 - Testing accommodations for ELs
 - Other mechanism for focusing on biliteracy (i.e., development of both English and primary language): _____
 - Other: _____

18) [ALWAYS ASK] Are supplemental interventions offered for ELs?

- a) *Yes/No*
- b) *Possible interventions*
 - Primary language support
 - Extended time programs (e.g. after-school, inter-session, Saturday school, summer school)
 - Intensive instruction to help them catch up to EO students in the same grade level
 - Special instructional support administered on a pull-out basis
 - Extra time spent on subject matter, but with identical textbooks as those used in mainstream classes
 - Extra support from instructional aides
 - Different textbooks than those used in mainstream classes
 - Supplementary materials in simplified language
 - Other _____

c) Of those that you offer, which do you feel is the most important or effective in affecting EL outcomes?

Redesignation (10 minutes)

The next couple of questions relate to redesignation of EL students to fluent English proficient.

19) *Are redesignation decisions made at the school or district level?*

- School
- District

20)

a) *Are you familiar with the State Board of Education's guidelines for reclassification?*

- Yes
- No → REVIEW THE BASICS AS FOLLOWS:
 - Student scored within the range of Basic to the midpoint of Basic or above on the CST-ELA (California Standards Test-English Language Arts)
 - Student scored at least Early Advanced on the CELDT with a score of Intermediate or higher in listening, speaking, reading, and writing

b) *Are the CELDT and CST criteria (cutpoints, benchmarks) that your district uses [to determine when ELs are ready] for redesignation the same as the state's?*

- Same
- More rigorous
- Less rigorous
- Not sure [**SKIP C, D, E**]

c) [**SKIP IF THEY RESPONDED "SAME" ABOVE**] *Can you describe the rationale for using different criteria than the state?*

d) *Can you tell me a little about the criteria and process you use for redesignating students? Is teacher input considered? How frequently do teachers recommend that students not be redesignated? (Freq, Occas, Rarely, Never) What about parent input? How frequently do parents decline to have their children redesignated? (Freq, Occas, Rarely, Never)*

e) *For EL students who have been in your school for several years without being redesignated, which redesignation criterion is more likely to hold students back the CST score, the CELDT score or another local achievement measure (e.g., grades, etc.)?*

f) *What is your best estimate of the percentage of your EOs who would meet these academic criteria?*

21) *Using the 0-10 scale, in your opinion, how important is redesignation as a measure of your school's success? Why? (With 0 meaning not at all and 10 meaning to the greatest extent possible)*

Impact of Prop. 227 & Accountability (5-10 minutes)

The last set of questions pertains to the impact of Prop. 227 and the accountability movement at your school.

22)

- a) *Are you familiar with Prop. 227? (If no: This 227 was the ballot initiative intended to dismantle bilingual instruction in California.) Overall would you say that Prop. 227 has had a positive or a negative impact on EL performance at your school? (Wait 2 seconds.) No impact? In what way?*
- Positive
 - Negative
 - No impact/No longer relevant
 - Not sure
- b) *On a scale of 0 to 10, to what extent has implementation of Prop. 227 affected the level of EL performance now seen at your school?*

23)

- a) *Overall would you say that the federal and state accountability policies have had a positive or a negative impact on EL performance at your school? (Wait 2 seconds) No impact? In what way?*
- Positive
 - Negative
 - No impact
 - Not sure
- b) *On a scale of 0 to 10, to what extent have changes implemented in association with these policies affected EL performance at your school? (Wait 2 seconds) No impact? In what way?[Skip if unrelated]*

Wrap-up (5 minutes)

24) *Earlier you identified X, Y, and Z as the three factors critical to the current level of EL performance at your school. After having this conversation, would you still prioritize these as your top three factors?*

- 1.
- 2.
- 3.

25) *Is there anything else you would like to share about EL instructional programs or Proposition 227 implementation at your school?*

Exhibit 7. Biggest Challenges to Effectiveness as Identified by Interview Respondents

Detailed Barriers to Effectiveness	Ranking Domain as #1		Ranking Domain as One of Top 3	
	N	%	N	%
Other				
Other student population characteristics	18	28.2	37	23.7
State/ Federal Regulations	5	7.8	8	5.1
Lack of technology to supplement instruction	0	0.0	1	0.6
Other	0	0.0	2	1.3
Community Outreach				
Barriers to effective family involvement	10	15.6	26	16.7
External partnerships and integrated services	0	0.0	1	0.6
Resources	4	6.3	14	9.0
Curriculum and Instruction				
Curriculum and instruction not tied to goals and standards	2	3.1	4	2.6
Unequal access to core curriculum for EL students	2	3.1	3	1.9
Inadequate focus on English language development	6	9.4	14	9.0
General Instructional Strategies	0	0.0	0	0.0
Inadequate materials to address instructional needs of EL students	5	7.8	11	7.1
School/District Staff Capacity				
Leadership	0	0.0	1	0.6
Lack of instructional coaches/ support	1	1.6	5	3.2
Ensuring adequate teacher/departmental collaboration	1	1.6	4	2.6
Ensuring adequate/effective professional development	1	1.6	7	4.5
School and Classroom Organization				
Grouping/ Integration of EL students	3	4.7	5	3.2
Use of instructional time during normal school day	3	4.7	5	3.2
No additional instructional time for ELs	1	1.6	2	1.3
Shared Vision for ELs				
Lack of a clear plan	0	0.0	1	0.6
Unsupportive school/ district climate	1	1.6	1	0.6
District Support of EL Instruction				
District use of resources	0	0.0	1	0.6
District curriculum support/ development	1	1.6	1	0.6
Inadequate district professional development	0	0.0	1	0.6
Systematic Assessment and Data				
Inadequate primary language/English proficiency assessment	0	0.0	1	0.6
Total	65	100	156	100

Appendix D:

Chapter V Exhibits

Exhibit 1. CELDT Assistance Packet for Schools and Districts, Section II



California English Language Development Test (CELDT)

**Assistance Packet
for School Districts/Schools**

Section II **CELDT Overview**

Facts about the *CELDT*
for 2004–05

Reporting/Public Release
Dates for 2004–05 *CELDT*
Results

Reporting and Using
CELDT Results

Decision Guide for Initial
Identification of English
Learners

February 2005

Prepared by the
California Department of Education

Facts about the *CELDT* for 2004–05

Legal Requirements and Purpose

- Federal guidelines for No Child Left Behind, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual measurable achievement objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency. The *CELDT* meets these accountability provisions.
- The *CELDT*, instituted by Assembly Bill 748 (Escutia, Chapter 636/1997), must be administered to all students whose home language is not English. Senate Bill 638 (Alpert, Chapter 678/1999) expanded and refined accountability provisions. Requirements are specified in *Education Code* sections 313, 60810, and 60812.
- The *CELDT* has three purposes: (1) to identify new students who are English learners in kindergarten through grade twelve; (2) to determine their level of English proficiency; and (3) to annually assess their progress in acquiring listening, speaking, reading, and writing skills in English.

CELDT Administration

- School districts must administer the *CELDT* for initial identification to all enrolling students who have a home language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school.

Section II. *CELDT* Overview

Facts about the
CELDT for 2004–05

- The initial *CELDT* is administered throughout the year as new students are enrolled. School districts also are required to administer the *CELDT* annually to identified English learners until they are reclassified as fluent English proficient (FEP). The testing window for the administration of the annual *CELDT* is July 1 through October 31. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade placement.
- The *CELDT* assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas.
- State law (*Education Code* Section 60810) requires that the *CELDT* be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with state English language development standards adopted by the State Board of Education (SBE) in July 1999.

Scoring and Reporting

- In May 2001, the SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. *CELDT* results show the proficiency level students achieved in each skill area and the overall English proficiency level.
- School districts must inform parents/guardians of their children's *CELDT* results within 30 calendar days of receiving this information from the testing publisher.
- The Internet posting of the annual *CELDT* results includes three types of reports (annual assessments, initial identification assessments, and combined assessments) at four levels (state, county, school district, and school). The data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade.

More Information about the *CELDT*

For additional information about the *CELDT*, visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el> or contact the *CELDT* office in the Standards and Assessment Division of the CDE at 916-445-8420 (phone), 916-319-0967 (fax), or CELDT@cde.ca.gov (e-mail)

Reporting/Public Release Dates for 2004–05 CELDT Results*

July 1, 2004

2004–05 CELDT testing window for initial identification and the testing window for third annual CELDT administration began.

October 31, 2004

Testing window for third annual CELDT administration ended.

Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) reported to parents and guardians.

February 2005

Reporting 2004 Summary Results: Information Guide for Counties/School Districts/Schools distributed via e-mail to school districts and county offices of education and posted on the CDE Web site at <http://www.cde.ca.gov/>.

Reporting 2004–05 CELDT Results Press Briefing posted on the CDE Web site for media use.

2004–05 Annual CELDT assessment results posted for schools, school districts, counties, and the state on the CDE Web site for public release.

State press release of annual 2004–05 CELDT results distributed to media, school districts, county offices of education, and posted on the CDE Web site at <http://www.cde.ca.gov/>.

Late February 2005

Data Review Module correction of tests administered July 1, 2004–October 31, 2004.

* This timeline only includes reporting and public release dates for results of the administration of CELDT Form D.

Section II. *CELDT* Overview

Reporting/Public Release Dates for
2004–05 *CELDT* Results

May 2005

Corrected annual *CELDT* assessment results posted for schools, school districts, and the state on the CDE Web site at <http://celdt.cde.ca.gov>.

November 2005

2004–05 initial identification *CELDT* assessment results for schools, school districts, counties, and the state posted on the CDE Web site for public release.

Reporting and Using *CELDT* Results

CELDT results for individual students show the level of English language proficiency a student has attained, not academic performance. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. Each *CELDT* report provides a scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing) and the student's overall English proficiency level.

Determining Proficiency Levels for Skill Areas

Students earn a raw score for each skill assessed. The raw scores are converted to scale scores. In 2001, the State Board of Education (SBE) established cut points for the scale scores that identify the proficiency level attained.

Note: A scale score converts a raw score (number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another.

Determining Overall Proficiency

Students are assigned a proficiency level for each skill area tested. The overall scale score is calculated by weighting the skill area scale scores as follows: 50 percent listening and speaking, 25 percent reading, and 25 percent writing. Since students in kindergarten and grade one are assessed only in listening and speaking, no weighting is necessary. The charts on page II-6 shows the scale score range for identifying a student's proficiency level for skill area tested and overall English proficiency level.

Initial/Annual Scale Score Cut Points

CELDT Listening/Speaking Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	220 – 453	454 – 494	495 – 535	536 – 576	577 – 710
Grades Three–Five	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Six–Eight	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
Grades Nine–Twelve	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710

CELDT Reading Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	340 – 437	438 – 474	475 – 510	511 – 547	548 – 630
Grades Three–Five	340 – 465	466 – 498	499 – 532	533 – 565	566 – 640
Grades Six–Eight	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650
Grades Nine–Twelve	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650

CELDT Writing Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade Two	280 – 423	424 – 468	469 – 513	514 – 558	559 – 640
Grades Three–Five	280 – 444	445 – 487	488 – 529	530 – 572	573 – 690
Grades Six–Eight	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700
Grades Nine–Twelve	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700

CELDT Overall English Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
Grade One	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
Grade Two	265 – 442	443 – 482	483 – 523	524 – 564	565 – 673
Grades Three–Five	265 – 446	447 – 487	488 – 528	529 – 568	569 – 688
Grades Six–Eight	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693
Grades Nine–Twelve	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693

Proficiency Level Descriptions:

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Section II. CELDT Overview

Reporting and Using CELDT Results

Using CELDT Results for Initial Identification and Reclassification

Education Code Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners.

School districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education, are provided in Section IV.

Criteria for Determining English Proficiency*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher and each skill area score</p> <ul style="list-style-type: none"> • Listening and speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>is intermediate or higher.</p> <p>Additionally, a student <u>may</u> be FEP if:</p> <p>Student's overall score is in the upper end of intermediate and</p> <ul style="list-style-type: none"> • Other test scores • Report card grades • Input from parents/teachers <p>are taken into consideration</p>
English Learner (EL)	<p>Student's overall score is below early advanced or Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

* The criteria for determining English proficiency were approved by the State Board of Education in May 2001.

Decision Guide for Initial Identification of English Learners

(complete within 30 calendar days of enrollment)

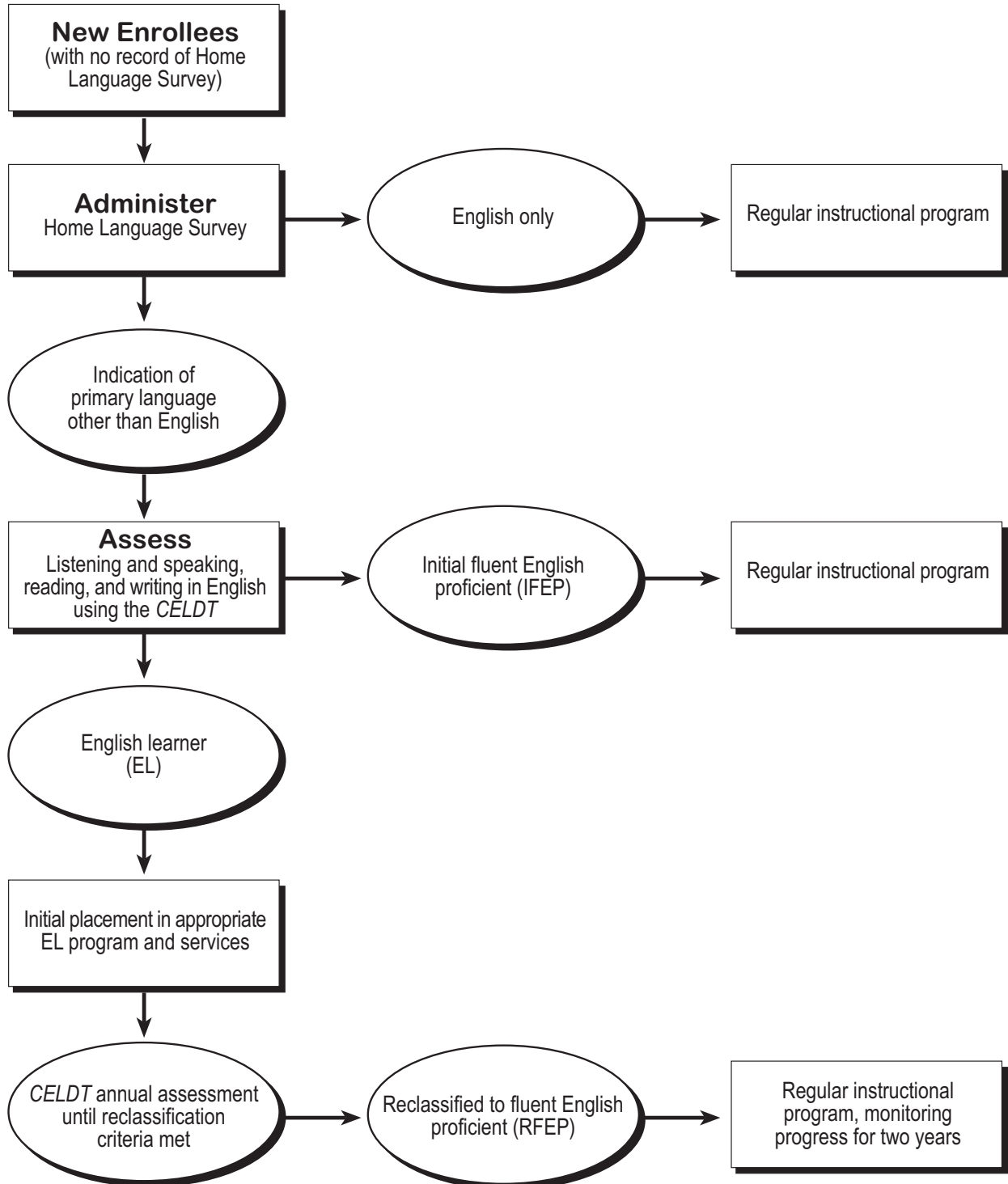


Exhibit 2. CELDT Assistance Packet for Schools and Districts, Section IV



California English Language Development Test (CELDT)

**Assistance Packet
for School Districts/Schools**

Section IV

**Reclassification of English Learners
to Fluent English Proficient**

Understanding
Reclassification of
English Learners to
Fluent English Proficient

Decision Guide:
Reclassifying a Student
from English Learner to
Fluent English Proficient

Guidelines for
Reclassification of
English Learners

February 2005

Prepared by the
California Department of Education

Understanding Reclassification of English Learners To Fluent English Proficient

Section IV. Reclassification of English Learners to Fluent English Proficient

Education Code Section 306 defines “English learner” as “a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English...” Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

This section contains two documents that illustrate the reclassification process:

- The *Guidelines for Reclassification of English Learners*, which gives detailed information about each of the reclassification criteria
- A *Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient*, which is a flowchart schematic of the reclassification process that is based on the order in which data are received by school districts.

Reclassification Guidelines

The State Board of Education (SBE) has established four reclassification criteria, based on *Education Code* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The *Guidelines for Reclassification of English Learners* describes these four reclassification criteria. The first criterion is an assessment of English proficiency, which in California is the *CELDT*. The next criterion is teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average (GPA), or other measure

that school districts use to determine students' academic performance. The third criterion is parent opinion and consultation, which involves parents, if possible, in a discussion about their student's English proficiency and meeting the guidelines for reclassification. The fourth and final criterion is a comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest *California English-Language Arts Standards Test*, or *CST in English-Language Arts*.

Suggested Steps for Reclassification

The second document in this section is the *Reclassification Decision Guide*, a flowchart that walks through each step of the reclassification process. At each step, two bullets are listed that tell school staffs (1) where to look for the data to see if the student meets this criterion and (2) what standard the student must achieve to meet this criterion (and whether the school district can set its own policy).

The first step in the reclassification process is to review the comparison of performance in basic skills.* This review focuses on the latest *CST in English Language Arts* results for the student. The student must meet a cut point established by the school district's governing board. The SBE has set a guideline for this cut point at somewhere between basic and midpoint of basic, but it is up to each school district to set an exact cut point. If the student meets this criterion, move on to the next step in the decision chart. If this criterion is not met, the student should remain an English learner.

The second step in the process is to review an assessment of English language proficiency, which in California is the *CELDT*. This is a review of the student's *CELDT* annual assessment results. For this criterion, the student must meet the *CELDT* definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If

* *The review of CST in English-Language Arts results is the first step because these results are received by school districts first in the school year, prior to the release of annual CELDT results.*

the student meets this criterion, move on to the next step in the chart. If not, the student should remain an English learner.

The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school district. Academic indicators could include the student's grades or whatever criteria the school district has established as its policy for evaluating academic performance. If the student meets the academic performance indicators established by the district, move on to the next step in the flowchart. If not, the student should remain an English learner.

The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then notice should be provided to parents/guardians of their right to participate in the reclassification process. The notice also should encourage them to participate.

Finally, the student should be reclassified to fluent English proficient, or RFEP. As part of this process, parents or guardians should be notified, school records should be updated, and the student's progress should be monitored for two years. Monitoring does not mean that the *CELDT* should be administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, it is necessary to intervene and not allow him or her to fall behind.

Note: The *Guidelines for Reclassification of English Learners* document is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el>.

Section IV. Reclassification of English Learners to Fluent English Proficient

Understanding Reclassification
To Fluent English Proficient

Guidelines for Reclassification of English Learners*

Assessment of English Language Proficiency

Use the *CELDT* as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening and speaking is intermediate or higher
- Reading is intermediate or higher
- Writing is intermediate or higher

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents/guardians of their right and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents/guardians.

* Approved by the State Board of Education (September 2002)

Comparison of Performance in Basic Skills

■ Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the *California English-Language Arts Standards Test (CST in English-Language Arts)*.
2. **“Range of performance in basic skills”** means a range of scores on the *CST in English-Language Arts* corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

■ Basic skills criteria:

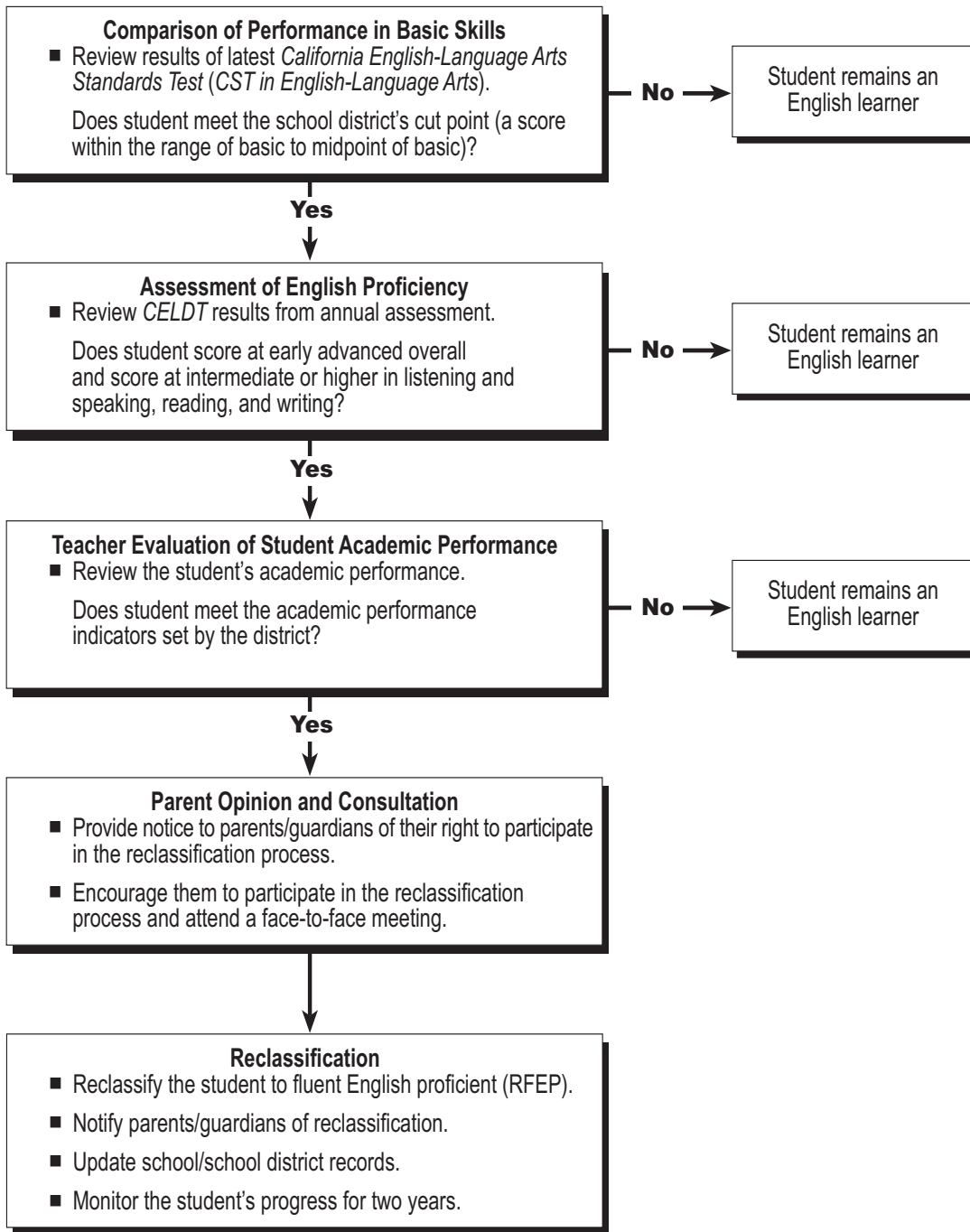
1. A pupil's score on the *CST in English-Language Arts* in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.
2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the *CST in English-Language Arts* and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade *CST in English-Language Arts* results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on *CELDT* results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation.

Section IV. Reclassification of English Learners to Fluent English Proficient

Guidelines for Reclassification of English Learners

Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient*

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (*Education Code* Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



* The review of *CST in English-Language Arts* results is the first step because these results are received by school districts first in the school year, before the release of annual *CELDT* results.

Exhibit 3. Redesignation Interview Protocol

Criteria

1. What criteria does your district use to redesignate ELs as RFEP?
 - How long have these criteria been in effect in your district?
2. *[If district's cut points are different from state guidelines for CELDT (Overall EA with subskills Intermediate or above) or California Standards Test-ELA (Basic)]:* Why did your district choose a different cutpoint on this assessment from that suggested by state guidelines?
3. Has your district defined how long it should take ELs to meet redesignation criteria? How long does it typically take ELs in your district to redesignate?
4. What criterion most often keeps ELs from being redesignated? Why is that so?

Process

5. Do you believe your procedures facilitate redesignation of ELs? *(If yes)* Can you give me some examples of how they do? *(If no)* Why not?
 - Does your district monitor progress of ELs toward redesignation? *(If Yes)* What methods & tools do you use to monitor progress? How long has this been the case in your district?
 - How often is the redesignation review process performed?
 - When is it typically carried out?
 - Who performs the review? Who must approve?
6. Does the deadline for reporting redesignation results affect your redesignation process? *(If so)* How? Does it affect your results? *(If so)* How?

Importance to Accountability

7. *[Ask districts with higher than average redesignation rates:]*
Your district has among the highest redesignation rates in the state over the past 3 years. Why do you think that is so? What factors do you attribute this to?

[Ask districts with lower-than-average redesignation rates:]

Your district appears to have below-average redesignation rates compared to other districts across the state over the past 3 years. Why do you think that is so? What factors do you attribute this to?

8. What is the greatest benefit or advantage to the district of redesignating ELs? Are there any disadvantages?
9. What is the greatest benefit or advantage to EL students in your district of being redesignated? Are there any disadvantages for the student?
10. What is one major concern that you have regarding redesignation, if any?
11. Do you think it is fair to use a redesignation rate as an indicator of your EL programs' effectiveness? Why or why not?
 - (If not considered fair)* What other indicators of your EL program's effectiveness do you think are important to consider?
12. What is the greatest challenge your district faces in redesignating ELs?
13. Do you believe there are any incentives to redesignate ELs in your district? (If so) What are they? Are there any disincentives? (If so) What are they?

Suggestions to state policymakers

14. In your view, how can the state make redesignation (policies, procedures, rate calculations) more meaningful and useful?
15. If you could change one thing about redesignation policy or practice in your district, what would it be? In the state?

Wrap up

16. Is there anything else that you believe is important for educational leaders & policymakers to know regarding the topic of redesignation?

Appendix E:

Chapter VI Exhibits

Community-Based English Tutoring (CBET) Program Survey Form - 2004 Edition

Please complete this survey and return it to the California Department of Education on or before October 1, 2004. This survey is 8 pages long.

Name of Local Educational Agency _____

County/District Code No. _____ / _____

Name of Contact Person _____

Title _____

Telephone (____) _____ FAX (____) _____

E-mail _____

Please report on CBET Program activity between the period of July 1, 2003 and June 20, 2004

Goals of CBET

1. To what extent is the adult English language development (ELD) / English as a Second Language (ESL) component of your CBET program connected to the component of the program dealing with the tutoring of children from limited English backgrounds?:

	Not at all	Very little	To a moderate extent	Relatively high	Very high
a. Program enrollment is primarily oriented to family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English language tutoring in K-12 is included as a component of your CBET adult program class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. English language tutoring in K-12 is included as a component of your CBET adult program, occurring outside of class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The student tutoring curriculum is directly tied to that received by EL students in the district's regular English language development program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. CBET participants receive instruction in tutoring techniques in addition to English language instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Is there evidence that the children in your district are receiving English tutoring assistance as a result of the CBET program?

Yes _____

No _____

If yes, please describe and provide examples of such indicators when possible:

3. Please rank the following goals for your district's CBET program in order of importance (1 = most important and 5 = least important).

_____ Provide adult English language instruction to parents or other members of the community

_____ Help family members and others to support EL children's academic achievement

_____ Offer special language assistance (e.g., personal English language tutoring) to children coming from backgrounds of limited English proficiency, in order to improve English language acquisition

_____ Increase involvement of parents and other community members in schools

_____ Other (*please describe*):

Implementation

4. How many adult participants enrolled in English language development (ELD) courses supported (in part or fully) by CBET Program funds? _____

5. How many CBET Program ELD course sections were provided during the year?

6. Indicate the number of teachers of each type that were assigned to one or more CBET Program classes during the year:

_____ Teachers with any authorization to teach ELD/ESL

_____ Teachers in training for any authorization to teach ELD/ESL

_____ Other teachers

_____ Other instructional staff

7. How many instructional assistants (paraprofessionals) were assigned to CBET Program ELD/ESL classes during the year? _____

8. Check the type of agencies that provided the majority of CBET classes through your district or a contract during 2003-2004. **Check all that apply.**

- Our LEA
 Another school district
 County office of education
 Library literacy program
 Community college/other college or university
 Community-based organization (CBO)
 Other agency _____
 (Indicate type of agency)

9. Approximately what percentage of adult students receive CBET Program services in each of the following settings:

Location	Percentage of adult participants receiving services in the following:
Elementary or secondary school sites	_____ %
Adult school	_____ %
District community/family resource center	_____ %
Sites at another school district	_____ %
County office of education	_____ %
Local library	_____ %
Community or other local college/university	_____ %
Community-based organization	_____ %
Other (<i>please specify</i>): _____	_____ %
Total = 100%	

10. Approximately what percentage of your total CBET funds were allocated to each of the funding categories during the 2003-04 school year?

Fund category	Approximately what % of total CBET funds are allocated to each category?
Teacher salaries	_____ %
Paraprofessional salaries	_____ %
Curriculum	_____ %
Materials	_____ %
Program administration	_____ %
Record keeping	_____ %
Assessment and evaluation	_____ %
Babysitting/child care services	_____ %
Transportation to and from CBET classes	_____ %
Background checks for CBET tutors	_____ %
Publicity / Outreach	_____ %
Janitorial	_____ %
Other (<i>please specify</i>): _____	_____ %
Total = 100%	

11. To what degree does your district align CBET tutoring activities with the instructional program for EL students in grades K-12?

Not at all	Very little	Moderate extent	Relatively high	Very high
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If “moderate” to “high,” in what ways does this alignment occur (e.g., common instructional themes and materials are used, there is ongoing communication between school EL teachers and CBET teachers, CBET participants provide tutoring in coordination with EL students’ classroom assignments, other)?

Maintenance of Records

12. The law requires LEAs to “maintain evidence that adult program participants have pledged to provide personal English language tutoring to California school pupils with limited English proficiency.” Do you maintain such evidence?

Yes _____

No _____

A. If yes, please indicate if you have the following:

_____ Pledge cards on file

_____ Database of participants who have pledged to tutor

_____ Other (*please specify*): _____

B. If yes, to what extent are you able to follow up to ensure that some form of EL tutoring actually occurs?

Not
at all

Very
little

Moderate
extent

Relatively
high

Very
high

C. If no, please describe why you do not maintain evidence:

_____ Too difficult

_____ Insufficient funds/staff for the data entry required

_____ Tutoring not a major focus of our CBET program

_____ Other (*please specify*): _____

13. Does the district currently keep or have plans to keep records on each of the following?

	Currently keeps records	Plans to keep records	No plans to keep records
a. CBET participant attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of hours of participation by CBET participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Percentage of CBET participants that tutor EL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of hours of tutoring provided by CBET participants to EL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number of weeks per year that tutoring occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Number of EL students tutored per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Unique student identifiers for EL students being tutored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

by CBET participants				
h.	Initial English proficiency levels of CBET participants upon entry into program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	English proficiency levels of CBET participants over time in program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Demographic characteristics of CBET participants (e.g., ethnicity, education level, length of time in country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Other (<i>please specify</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Challenges & Benefits of the Program

14. To what extent do you agree with the following statements about challenges regarding the implementation of CBET in your district?

	Strongly disagree	Disagree	Agree	Strongly Agree	
a.	There is a lack of sufficient space to fully implement CBET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Restrictions on use of funds make it difficult to implement CBET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	A lack of adequate guidance from the State prevents us from fully implementing CBET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	It is difficult to recruit or retain CBET participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	It is difficult for CBET participants to find transportation to and from CBET classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	It is difficult to find CBET teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	It is difficult to find babysitters for CBET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	It is difficult to meet the needs of adult participants with varying English proficiency levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	It is difficult to meet the needs of adult participants with different primary languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	It is difficult to monitor hours of tutoring that CBET participants are providing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Many CBET participants have not yet reached a level of English proficiency considered necessary to be competent tutors to EL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other (<i>please specify</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Based on data collected or your impressions, do you believe that CBET has done the following:

	Yes, based on data collected	Yes, based on my impressions	No	Don't know
a. Improved English language proficiency of adult participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased employment opportunities for adult participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increased opportunities for adult participants to become more familiar with technology/computers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased home/school involvement and interaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increased parents' comfort with their children's schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helped parents feel more confident in assisting their children with their schoolwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improved the English language proficiency of EL students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased EL student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Contributed to increased EL student attendance rates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Contributed to decreased EL student dropout rates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (<i>please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. If you would like to share any additional comments about the CBET program, please attach them to this survey.

Inquiries regarding this questionnaire or any other aspect of the CBET Program may be directed to Jorge Gaj (jgaj@cde.ca.gov) or David Dolson (ddolson@cde.ca.gov), Education Programs Consultants, at (916) 319-0268 or (916) 319-0266 respectively.

Please keep a copy of this survey for your records and return a completed copy of this questionnaire via regular mail on or before October 1, 2004 to:

**Jorge Gaj, Education Programs Consultant
Language Policy and Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901**

California Education Code

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars (\$50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

California Code of Regulation, Title 5

§ 11305. Community Based English Tutoring.

In distributing funds authorized by Education Code sections 315 and 316, the

Superintendent of Public Instruction shall allocate the funds and local educational agencies shall disburse the funds at their discretion consistent with the following:

(a) The funds made available by Education Code sections 315 and 316 shall be apportioned by the State Superintendent of Public Instruction to local educational agencies offering Community Based English Tutoring based upon the number of limited English proficient (LEP) pupils identified in the Annual Language Census Survey in the prior year.

(b) The governing boards of local educational agencies may disburse these funds at their discretion to carryout the purposes of this section. Local educational agency governing boards shall require providers of adult English language instruction which receive funds authorized by Education Code sections 315 and 316 to maintain evidence that adult program participants have pledged to provide personal English language tutoring to California school pupils with limited English proficiency.

(c) Local educational agencies may use these funds for direct program services, community notification, transportation services, and background checks pursuant to Education Code section 35021.1 related to the tutoring program.

(d) Local educational agencies shall not receive any funds pursuant to Education Code sections 315 and 316 until the first day that Chapter 3 (commencing with Section 300) of Part 1 of the Education Code is operative for that local educational agency.

Note: Authority cited: Sections 316 and 33031, Education Code. Reference: Sections 315 and 316, Education Code.