



BERKELEY UNIFIED SCHOOL DISTRICT

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English Fluency Gains Among English Learners Taking California English Language Development Test

Berkeley, California — June 1, 2012 - State Superintendent of Public Instruction Tom Torlakson released the results of the 2011–12 California English Language Development Test (CELDT) that show gains among English learners statewide and in the Berkeley Unified School District, with an increasing percentage becoming proficient in English.

“Increased English fluency for our English learners translates into greater achievement for these students in all academic subjects,” explained Neil Smith, Assistant Superintendent for Educational Services.

The CELDT assesses the English-language proficiency of students in kindergarten through grade twelve. The results are used to calculate Annual Measurable Achievement Objectives (AMAOs) for federal accountability requirements.

The overall annual assessment results for 2011–12 show that more than 49% percent of the 846 English learners who took the CELDT in Berkeley’s public schools scored at the early advanced (40% percent) and advanced (10 percent) performance levels (see Table 1.1). In Berkeley, the percentage of students scoring at these levels is 6 points higher than the percentage of English Learners statewide scoring at Early Advanced and Advanced (see Table 1.2).

Between 2006–07 and 2011–12, the percentage of English learners scoring at the early advanced or advanced performance levels increased 11 percentage points (see Table 1.1) while the percentage of students in the beginning and early intermediate CELDT levels dropped.

The CELDT results showing more students progressing in English fluency levels is not a surprise to the District’s English Language Development Teacher Coordinator Heather Tugwell who notes that, “Just last night we celebrated the 192 of our elementary and secondary students who are now proficient in English, almost triple the numbers we recognized last year.” In addition, this year 79 high school seniors received the [High School Seal of Biliiteracy](#) in recognition of their hard work and success in achieving bilingualism.

All schools have been working to support the District’s 2010-13 Three Year Plan to close the achievement gap by ensuring dedicated time and resources are directed at explicit instruction in English Language Development and Academic English in content areas.

To satisfy the CELDT criterion for English-language proficiency, a student in grade two through twelve must have an overall performance level of early advanced or advanced, with no score below

intermediate level for each of the domains tested, i.e., listening, speaking, reading, and writing. (For K–1, the domains of reading and writing do not have to be at the intermediate level.)

The CELDT is one of four criteria in state law to be used by schools in determining whether or not an English learner should be reclassified as fluent English proficient. Other criteria include comparison of performance in basic skills (e.g., those assessments included as part of the Standardized Testing and Reporting Program), teacher evaluation, and input from parents. Each school district establishes its own local reclassification procedures using these criteria.

Results of the 2011–12 CELDT show that 49.6 percent of English learners met the CELDT criterion for possible reclassification with the greatest percentage in grades three through five (see Table 2.1).

More information on the CELDT, is available in the 2011-12 CELDT Information Guide on the CDE Web page at [CELDT Resources](#). School, district, county, and state results of the 2011–12 CELDT Annual Assessment are available on CDE's [DataQuest](#) under "Select Subject" choose Test Scores (CELDT).

Note: Photos of the Recognition Ceremony held May 31, 2012 are available upon request.

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**Percentage of English Learners CELDT Tested
Annual Assessment by Overall Performance Level**

Table 1.1. - Berkeley Unified School District (BUSD)

Overall Performance Level	2006-07*	2007-08	2008-09	2009-10**	2010-11	2011-12	Change From Previous Year	Change From 2006-07
Beginning	10%	7%	9%	6%	7%	4%	-3%	-6%
Early Intermediate	14%	13%	13%	13%	11%	9%	-2%	-5%
Intermediate	37%	36%	33%	36%	34%	37%	3%	0%
Early Advanced	28%	33%	31%	34%	34%	40%	6%	12%
Advanced	11%	11%	14%	11%	14%	10%	-4%	-1%

Table 1.2 - State of California (CA)

Overall Performance Level	2006-07*	2007-08	2008-09	2009-10**	2010-11	2011-12	Change From Previous Year	Change From 2006-07
Beginning	10%	9%	8%	7%	8%	6%	-2%	-4%
Early Intermediate	18%	17%	15%	15%	15%	14%	-1%	-4%
Intermediate	39%	39%	37%	38%	39%	38%	-1%	-1%
Early Advanced	25%	28%	30%	31%	30%	33%	3%	8%
Advanced	7%	8%	10%	9%	8%	9%	1%	2%

BUSD Difference to California

Overall Performance Level	2006-07*	2007-08	2008-09	2009-10**	2010-11	2011-12
Beginning	0%	-2%	1%	-1%	-1%	-2%
Early Intermediate	-4%	-4%	-2%	-2%	-4%	-5%
Intermediate	-2%	-3%	-4%	-2%	-5%	-1%
Early Advanced	3%	5%	1%	3%	4%	7%
Advanced	4%	3%	4%	2%	6%	1%

* Beginning in 2006-07, CELDT results are reported on a new common scale.

** Prior to 2009-10, the calculation of the CELDT Criterion for kindergarten and grade one (K-1) only includes listening and speaking scale scores

Percentage of English Learners Who Met CELDT Criterion for Possible Reclassification by Grade Span

Table 2.1 - Berkeley Unified School District (BUSD)

Grade Span	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	Change From Previous Year	Change From 2006-07
K-2	34.7%	33.0%	33.0%	42.6%	45.3%	47.4%	2.1%	12.7%
3-5	42.1%	45.7%	44.3%	39.5%	49.3%	52.9%	3.6%	10.8%
6-8	51.6%	57.5%	62.1%	55.2%	60.2%	51.9%	-8.3%	0.3%
9-12	26.0%	38.4%	44.5%	45.5%	41.1%	44.1%	3.0%	18.1%
All Grades***	39.1%	44.0%	45.0%	44.6%	48.5%	49.6%	1.2%	10.5%

Table 2.2. - State of California (CA)

Grade Span	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	Change From Previous Year	Change From 2006-07
K-2	20%	23.60%	26.60%	28%	27.60%	29.60%	2%	--**
3-5	27.30%	31.50%	35.90%	34.90%	33%	39.90%	6.90%	12.60%
6-8	37.40%	42.40%	44.80%	47%	45.20%	48.30%	3.10%	10.90%
9-12	34.30%	36.80%	40.40%	41%	36.20%	42.70%	6.50%	8.40%
All Grades***	29.10%	32.80%	36.20%	36.70%	34.50%	39.10%	4.60%	10.00%

BUSD Difference to California

Grade Span	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12
K-2	14.7%	9.4%	6.4%	14.6%	17.7%	17.8%
3-5	14.8%	14.2%	8.4%	4.6%	16.3%	13.0%
6-8	14.2%	15.1%	17.3%	8.2%	15.0%	3.6%
9-12	-8.3%	1.6%	4.1%	4.5%	4.9%	1.4%
All Grades***	10.0%	11.2%	8.8%	7.9%	14.0%	10.5%

* Prior to 2009-10, the calculation of the CELDT Criterion for kindergarten and grade one (K-1) only includes listening and speaking scale scores.

** For K-2, 2011-12 results cannot be compared with results prior to 2009-10 but can be compared with results from 2009-10 and 2010-11. Changes from 2006-07 for K-2 only can be compared to 2007-08 and 2008-09.

*** Weighted average across the grade spans within the school year.

The percentage of English Learners Reclassified that is reported by districts through CALPADS and the Language Census R-30 will be available on the CDE [DataQuest](#) Web page by this summer.