

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Summary of District and State Results for the
Spring 2010 Comprehensive English Language Learning Assessment (CELLA)
Kindergarten – Grade 12

Beginning in the 2006-07 school year, CELLA has been administered to English language learners (ELLs) in Florida annually in the Spring of each academic year. It is important to note that yearly outcomes represent a cross-sectional view of English language acquisition, and any year-to-year summary comparisons are based on largely different student groups as new, beginning English language learners join the English for Speakers of Other Languages (ESOL) program, while other students exit the program as they become English proficient.

CELLA is a four-skill language proficiency assessment that tests ELL's listening, speaking, reading, and writing skills. These four areas are assessed in each of four test levels: Level A (Grades K-2), Level B (Grades 3-5), Level C (Grades 6-8) and Level D (Grades 9-12). Beginning ELLs may be assessed using a lower level of the assessment in Reading and Writing but must test on grade level in Listening and Speaking. CELLA results may be used to track students' progress over time, and to identify students' strengths and weaknesses in English.

Title III of the No Child Left Behind Act calls for the measurement of English language proficiency progress over time through the measurement of Annual Measurable Achievement Objectives (AMAO). Three AMAOs have been established to address progress toward English language acquisition, proficiency in the domains assessed, and academic achievement, defined as scoring at achievement level three or higher on the Florida Comprehensive Achievement Tests in reading and mathematics.

Spring 2010 Results

CELLA outcomes are reported by the FLDOE in terms of scale scores and proficiency levels for each grade level and area tested: Listening/Speaking, Reading and Writing. Based on the State-approved proficiency levels, students' 2010 CELLA scores will be used to determine their ESOL level and be one factor considered in exiting students from the English for Speakers of Other Languages (ESOL) program. Additionally, CELLA results may be used diagnostically to track students' progress over time and to identify students' strengths and weaknesses in English.

Over 64,000 Miami-Dade County Public School students participated in the Spring 2010 CELLA, comprising 28% of all those tested in the state. Generally, in the Writing portion of the test increases were seen in the percent scoring proficient at most grade levels. Slight decreases were seen in the percentage of students scoring in the proficient range in Listening/Speaking and Reading from 2009 to 2010 at some grade levels, while other grades showed increases.

District and State average scale scores in Listening/Speaking, Reading, Writing, and the total across domains are shown in Table 1 for 2009 and 2010. The percentages of the District's ELL students scoring Proficient in 2009 and 2010 are shown in Table 2.

To help in the interpretation of results reported in terms of scale scores, Table 3 provides proficiency level descriptions for specific reference scale score ranges. These describe what typical students scoring at the reference point know and are able to do in each language

domain. When a student's score falls between two reference points, the description for the point closer to the student's score should be used. For example, a grade K student who achieved a scale score of 640 can be characterized as having achieved a "low intermediate" level of oral English language acquisition. This student "speaks in English and understands spoken English that is at or below grade level and requires some support."

District, State, and School Summary Reports are available online at: <http://oda.dadeschools.net/CELLA/CELLA.asp>. District and school reports have been distributed to schools along with individual student reports to be distributed to the students' parents and retained in student's cumulative record.

**Highlights of the Florida Department of Education's
Spring 2010 Comprehensive English Language Learning Assessment (CELLA)
Miami-Dade County Public Schools (M-DCPS)
Kindergarten – Grade 12**

Overall

- In 2010, approximately a third of all primary grade (Kindergarten - Grade 2) English language learners (ELLs) tested statewide were from the M-DCPS.
 - More than half of the District's ELL students who participated in the 2010 CELLA were students in grades K -2.
- District students' Average Total Scale Scores increased in Listening /Speaking, Reading, and Writing in grades 1 -12, surpassing the state results for these grade levels.

Reading

- District mean scale scores in Reading showed slight increases or remained stable at nearly every grade level from 2009-2010, except kindergarten.
 - An increase of 7 scale score points in Reading was seen for District students in grade 5 from 2009 to 2010, notably increasing the percent scoring proficient from 34% to 42%.
 - A similar increase of 6 scale score points in Reading was seen in grades 4, 10, And 11 from 2009 to 2010.

Listening/Speaking

- Slight decreases were seen in the mean scale scores in Listening and Speaking for grades 3, 9, 10, 11, and 12.
 - The percent of students scoring proficient increased in grades 1, 6, 7, and 8 from 8-10 percentage points.

Writing

- Increases of mean scale score points were seen in Writing for all grades except kindergarten and grade 1.
 - Increases of 6-8 percentage points were seen in the percentage of District's ELL students scoring proficient in Writing at grades 1, 4, 5, 7, and 8.

Table I
 Comprehensive English Language Learning Assessment (CELLA)
 District and State, 2009 and 2010
 Mean Scale Score, by Grade

Grade	District vs. State	Listening/Speaking					Reading					Writing					Total		
		2009		2010		09-10	2009		2010		09-10	2009		2010		09-10	2009	2010	09-10
		N	Scale Score	N	Scale Score		N	Scale Score	N	Scale Score		N	Scale Score	N	Scale Score				
K	M-DCPS	11,658	649	10,988	652	3	11,622	555	10,900	553	-2	11,687	632	11,024	627	-5	1836	1835	-1
	Florida	37,103	648	37,114	652	4	36,990	550	36,749	544	-6	37,133	627	37,093	624	-3	1825	1823	-2
1	M-DCPS	12,256	678	11,973	681	3	12,243	658	11,961	662	4	12,314	677	12,024	676	-1	2013	2022	9
	Florida	36,504	677	36,216	679	2	36,516	655	36,147	658	3	36,648	673	36,295	672	-1	2005	2011	6
2	M-DCPS	10,068	694	10,532	696	2	9,928	694	10,494	695	1	10,104	692	10,562	694	2	2080	2089	9
	Florida	30,681	695	32,747	695	0	30,498	694	32,572	693	-1	30,865	691	32,836	691	0	2080	2082	2
3	M-DCPS	7,389	708	7,286	706	-2	7,287	706	7,161	707	1	7,320	701	7,288	702	1	2115	2120	5
	Florida	26,146	710	27,012	707	-3	25,824	706	26,583	710	4	26,125	701	27,058	704	3	2117	2124	7
4	M-DCPS	3,697	709	3,928	709	0	3,608	711	3,872	717	6	3,655	707	3,951	710	3	2127	2142	15
	Florida	18,732	723	20,024	719	-4	18,480	723	19,774	726	3	18,751	715	20,177	718	3	2161	2167	6
5	M-DCPS	2,866	710	2,998	710	0	2,778	717	2,920	724	7	2,848	707	3,007	712	5	2134	2154	20
	Florida	15,696	731	16,553	725	-6	15,443	733	16,260	735	2	15,720	720	16,593	722	2	2184	2187	3
6	M-DCPS	2,534	707	2,718	710	3	2,548	719	2,771	721	2	2,507	709	2,718	711	2	2135	2147	12
	Florida	13,391	728	13,536	730	2	13,564	730	13,797	732	2	13,446	723	13,626	723	0	2181	2190	9
7	M-DCPS	2,446	709	2,553	711	2	2,471	723	2,607	726	3	2,415	711	2,555	715	4	2143	2158	15
	Florida	11,738	730	11,879	731	1	11,916	734	12,135	736	2	11,781	724	12,021	726	2	2188	2197	9
8	M-DCPS	2,417	714	2,588	714	0	2,440	732	2,630	732	0	2,415	715	2,573	720	5	2161	2172	11
	Florida	11,251	737	11,303	735	-2	11,450	741	11,518	741	0	11,378	730	11,377	730	0	2208	2210	2
9	M-DCPS	2,647	709	2,703	707	-2	2,716	734	2,752	738	4	2,622	705	2,655	712	7	2148	2165	17
	Florida	11,211	730	11,178	727	-3	11,504	741	11,404	745	4	11,301	717	11,212	722	5	2188	2199	11
10	M-DCPS	2,895	716	2,620	712	-4	2,936	740	2,674	746	6	2,838	710	2,599	716	6	2166	2181	15
	Florida	10,955	736	10,262	731	-5	11,198	748	10,527	751	3	10,997	721	10,370	725	4	2205	2211	6
11	M-DCPS	2,203	724	2,553	723	-1	2,234	749	2,584	755	6	2,177	716	2,538	725	9	2189	2207	18
	Florida	9,200	743	9,920	735	-8	9,478	754	10,145	755	1	9,368	725	10,021	728	3	2222	2222	0
12	M-DCPS	1,569	733	1,785	728	-5	1,601	753	1,807	754	1	1,556	719	1,791	725	6	2205	2210	5
	Florida	6,632	749	6,989	740	-9	6,810	757	7,188	756	-1	6,702	727	7,133	729	2	2233	2227	-6

Table 2
 Comprehensive English Language Learning Assessment (CELLA)
 District 2009 and 2010
 Current ELL Students Scoring Proficient, by Grade Level

Grade	Listening/Speaking					Reading					Writing				
	2009		2010		09-10 Difference	2009		2010		09-10 Difference	2009		2010		09-10 Difference
	N	Percent Proficient	N	Percent Proficient		N	Percent Proficient	N	Percent Proficient		N	Percent Proficient	N	Percent Proficient	
K	11,341	23%	10,931	23%	0%	11,305	2%	10,845	3%	1%	11,362	3%	10,965	3%	0%
1	10,170	54%	11,850	62%	8%	10,163	24%	11,833	35%	11%	10,217	33%	11,893	41%	8%
2	6,686	73%	8,945	78%	5%	6,586	58%	8,916	58%	1%	6,687	52%	8,967	53%	1%
3	3,790	26%	4,577	18%	-8%	3,710	13%	4,469	12%	-1%	3,731	12%	4,558	11%	-2%
4	2,350	35%	3,391	33%	-2%	2,285	25%	3,339	34%	9%	2,308	22%	3,406	31%	8%
5	2,105	42%	2,579	37%	-4%	2,036	34%	2,503	42%	9%	2,087	26%	2,582	34%	8%
6	1,877	23%	2,291	33%	10%	1,888	14%	2,337	15%	1%	1,867	12%	2,287	15%	3%
7	1,950	26%	2,289	36%	10%	1,968	20%	2,338	20%	-1%	1,925	16%	2,291	22%	6%
8	1,899	27%	2,326	36%	9%	1,919	25%	2,365	24%	-1%	1,893	16%	2,310	24%	8%
9	2,090	25%	2,474	26%	2%	2,143	12%	2,516	13%	1%	2,078	12%	2,420	14%	2%
10	2,504	32%	2,478	29%	-3%	2,534	18%	2,524	18%	0%	2,462	15%	2,454	18%	3%
11	1,814	36%	2,240	32%	-4%	1,840	23%	2,265	21%	-2%	1,797	17%	2,222	20%	3%
12	1,220	38%	1,601	34%	-3%	1,241	23%	1,620	20%	-3%	1,208	17%	1,606	19%	2%

Note: Percentages of ELL students scoring proficient are calculated from edited data and the number of students may differ from that noted in Table 1.

Table 3
2010 CELLA Interpretive Guide
CELLA PROFICIENCY LEVEL DESCRIPTORS

LISTENING/SPEAKING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	495-632	560-675	565-680	580-681	Beginning - speaks and understands spoken English that is below grade level
Low Intermediate	633-649	676-697	681-712	682-713	Low Intermediate - speaks in English and understands spoken English that is at or below grade level
High Intermediate	650-672	698-719	713-732	714-738	High Intermediate - with minimal support, speaks in and understands spoken English that is at grade level.
Proficient	673-755	720-805	733-830	739-835	Proficient - speaks in and understands spoken English at grade level in a manner similar to non-ELL students.
READING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	345-545	590-689	600-713	605-743	Beginning - reads below grade level text.
Low Intermediate	546-628	690-714	714-741	744-761	Low Intermediate - reads at or below grade level text.
High Intermediate	629-689	715-733	742-758	762-777	High Intermediate - reads at grade level text with minimal support.
Proficient	690-800	734-810	759-815	778-820	Proficient - reads at grade level text in a manner similar to non-ELLs.
WRITING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	515-636	575-674	580-687	600-689	Beginning - writes below grade level and requires continuous support.
Low Intermediate	637-657	675-702	688-719	690-720	Low Intermediate - writes at or below grade level and requires some support.
High Intermediate	658-689	703-726	720-745	721-745	High Intermediate - writes at grade level with minimal support.
Proficient	690-775	727-825	746-845	746-850	Proficient - writes at grade level in a manner similar to non-ELLs.