



Pathways to Fluency: Examining the Link between Language Reclassification Policies and Student Success

Technical Appendices

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Appendix A. Attrition in LAUSD and SDUSD Student Cohorts

Since we take a longitudinal view and follow students over time, it is important to account for the possibility that students' differential mobility could affect our observation of student outcomes. In Tables A1 (LAUSD) and A2 (SDUSD), the demographic characteristics of students who stay in the cohort and leave the cohort are displayed separately.

In LAUSD, we find that students who remain in the district are somewhat more likely to be low-income (as measured by free/reduced price lunch eligibility or FRPL) and have somewhat less educated parents, but the differences are slight. For example, 95 percent of students who are reclassified in elementary school and who leave the district are low-income compared to 97 percent of those who stay. The parents of these students in LAUSD who leave the district are more likely to be high school graduates (51%) versus those who stay (46%).¹ According to their 2nd grade annual CELDT test scores, students who leave are very similar to those who stay.

In SDUSD (Table A2), we see the opposite pattern, where slightly more educated families stay in the district—64 percent of students who are reclassified in elementary school and who stay in the district have a parent who has graduated from high school compared to 55 percent of students who leave.² However, even though students from somewhat more advantaged backgrounds are more likely to leave SDUSD, the overall 2nd grade CELDT scores for the ever-EL group are the same for leavers and stayers in our main cohort of students.

¹ Note that the share of students with “decline to state/missing” for parental education is higher for the group that has left the district, probably because there were fewer years in which to observe parental education. Parental education is collected on multiple assessments and other forms throughout a student’s elementary and secondary school years.

² SDUSD does not provide data on low-income students.

**TABLE A1
LAUSD**

Grade 2 standardized tests																				
		No.	Highest education level of parent						Low-income (FRPL)	Primary language				Annual CELDT		CST ELA	CST math	N		
			Grad school	College	Some college	HS grad	Not a HS grad	Decline to state/missing		% Spanish	% Korean	% Filipino	% Armenian	Mean OPL	No.	% basic plus	% basic plus	ELA	Math	
Cohort grades 2–12 (2002–2012)	Stayers	EO	7,074	7.8	16.5	23.4	22.4	10.4	19.3	73.4	0.2	0.0	0.0	0.0	NA	NA	69.1	66.9	6,488	6,703
		IFEP	2,616	5.5	13.2	16.1	25.5	22.6	17.2	86.3	79.4	2.2	4.0	1.5	NA	NA	78.6	76.5	2,491	2,570
		EL5	18,367	1.9	4.4	7.7	21.7	41.9	22.4	97.4	95.1	0.8	0.6	1.0	2.52	17,236	37.9	47.1	16,753	17,430
		RFEP5	4,384	2.8	7.1	10.4	25.5	35.4	18.9	97.2	88.4	2.7	1.8	1.5	3.45	4,237	91.0	88.4	4,252	4,340
		(EL5 + RFEP5)	22,751	2.1	4.9	8.2	22.4	40.6	21.7	97.4	93.8	1.1	0.9	1.1	2.70	21,473	48.7	55.4	21,005	21,770
	Leavers	EO	11,786	6.5	12.9	17.8	18.0	9.0	35.9	71.5	0.3	0.0	0.0	0.0	NA	NA	66.6	65.0	9,850	10,218
		IFEP	2,646	6.6	10.9	14.4	20.0	17.8	30.2	81.0	75.3	4.0	3.3	2.2	NA	NA	79.0	77.8	2,393	2,456
		EL5	18,182	2.0	3.9	6.5	18.2	33.8	35.6	96.3	94.3	1.3	0.5	0.9	2.51	16,543	37.7	47.7	15,374	16,010
		RFEP5	2,693	4.3	9.8	11.9	24.7	30.9	18.5	94.8	86.5	3.8	1.8	2.0	3.49	2,534	91.0	88.7	2,598	2,655
		(EL5 + RFEP5)	20,875	2.3	4.7	7.2	19.1	33.4	33.4	96.1	93.3	1.7	0.7	1.0	2.64	19,077	45.4	53.5	17,972	18,665
Cohort grades K–5 (2007–2012)	Stayers	EO	11,678	10.9	18.5	23.5	18.3	9.4	19.1	73.4	1.1	0.0	3.0	0.0	NA	NA	85.3	84.9	10,833	10,811
		IFEP	3,068	5.7	10.6	14.2	24.5	26.8	18.1	91.1	82.5	1.6	1.9	1.4	NA	NA	93.5	94.1	2,998	2,993
		EL5	11,255	1.3	3.5	6.7	21.7	41.1	25.2	98.5	94.6	0.4	0.4	0.9	2.56	10,607	49.6	59.0	9,671	9,678
		RFEP5	10,996	2.5	6.7	8.7	23.4	34.8	23.9	97.4	89.7	1.8	1.2	1.2	3.72	8,550	96.8	95.3	10,690	10,685
		(EL5 + RFEP5)	22,251	1.9	5.1	7.7	22.5	38.0	24.6	97.9	92.2	1.1	0.8	1.0	3.08	19,157	74.4	78.0	20,361	20,363
	Leavers	EO	5,650	9.4	13.8	20.7	14.4	7.3	34.5	62.7	1.0	0.0	0.0	0.0	NA	NA	83.8	82.7	2,214	2,207
		IFEP	569	7.9	12.3	14.8	19.9	22.7	20.9	83.8	78.7	2.6	2.5	0.7	NA	NA	91.6	93.7	414	414
		EL5	5,710	2.8	5.1	7.9	18.7	30.8	34.6	86.3	90.7	2.1	1.1	0.8	2.93	2,484	66.9	72.6	1,970	1,957
		RFEP5	947	4.3	6.4	9.2	24.2	27.7	26.9	92.1	85.4	3.8	1.3	1.1	4.10	552	99.8	97.2	868	868
		(EL5 + RFEP5)	6,657	3.1	5.3	8.1	19.5	30.3	33.7	87.1	90.0	2.3	1.1	0.8	3.14	3,036	76.9	80.1	2,838	2,825

NOTES: EO students are native English speakers. IFEP students are designated as Initially Fluent English Proficient at school entry. RFEP5 students are those reclassified by the end of 5th grade. EL5 students are EL students who have not been reclassified by the end of 5th grade.

**TABLE A2
SDUSD**

Grade 2 standardized tests																				
		No.	Highest education level of parent						Low-income (FRPL)	Primary language				Annual CELDT		CST ELA	CST math	N		
			Grad school	College	Some college	HS grad	Not a HS grad	Decline to state/missing		% Spanish	% Filipino	% Vietnamese	% Chinese	Mean OPL	No.	% basic plus	% basic plus	ELA	Math	
Cohort grades 2-12 (2001/2-2012)	Stayers	EO	4,926	23.2	28.0	28.4	13.8	2.2	4.4	N/A	0.4	0.0	0.0	0.0	NA	NA	83.1	78.8	4,528	2,137
		IFEP	1,690	13.5	25.9	23.0	21.4	12.2	4.0	N/A	48.8	19.2	4.4	4.0	NA	NA	85.4	80.8	1,607	797
		EL5	2,356	3.7	6.8	9.3	28.2	44.2	7.8	N/A	85.6	1.9	4.2	1.1	2.07	2,247	23.6	36.3	2,085	923
		RFEP5	1,954	6.2	12.0	15.7	29.6	33.0	3.5	N/A	72.7	4.8	10.8	2.9	3.08	1,765	75.2	71.6	1,863	929
		(EL5 + RFEP5)	4,310	4.9	9.2	12.2	28.8	39.1	5.8	N/A	79.7	3.2	7.2	1.9	2.51	4,012	48.0	54.0	3,948	1,852
	Leavers	EO	2,816	11.0	19.0	28.1	19.9	4.3	17.8	N/A	0.5	0.0	0.1	0.0	NA	NA	75.8	70.8	2,477	1,111
		IFEP	724	12.2	20.4	19.8	22.2	13.1	12.3	N/A	56.8	18.8	4.4	4.0	NA	NA	80.5	75.9	663	299
		EL5	1,143	2.9	4.5	6.9	22.2	46.2	17.3	N/A	86.9	1.5	2.4	0.6	2.02	1054	20.7	30.9	974	395
		RFEP5	702	5.7	10.4	11.9	26.9	33.2	11.9	N/A	75.8	4.4	6.6	2.6	3.06	630	72.8	67.7	659	341
		(EL5 + RFEP5)	1,849	4.0	6.7	8.9	23.9	41.3	15.3	N/A	82.7	2.6	4.0	1.4	2.41	1684	41.8	48.0	1,633	736
Cohort grades K-5 (2006-2012)	Stayers	EO	9,569	22.6	28.7	27.2	14.4	2.0	5.1	N/A	0.8	0.0	0.1	0.0	NA	NA	86.3	88.5	9,315	9,315
		IFEP	1,387	18.4	22.8	19.2	21.4	11.7	6.6	N/A	51.1	10.5	7.1	4.3	NA	NA	92.9	95.1	1,371	1,371
		EL5	4,121	4.0	6.4	10.9	29.6	31.5	17.6	N/A	86.1	1.8	3.6	0.6	2.08	4,012	46.9	61.8	4,050	4,050
		RFEP5	4,573	8.9	12.9	14.8	28.5	22.4	12.6	N/A	66.2	6.4	11.9	3.3	3.26	4,501	95.3	94.9	4,525	4,525
		(EL5 + RFEP5)	8,694	6.6	9.8	12.9	29.0	26.7	15.0	N/A	75.6	4.2	8.0	2.0	2.7	8,513	72.4	79.2	8,575	8,575
	Leavers	EO	2,718	9.2	15.1	21.5	11.3	2.0	41.0	N/A	5.9	0.4	0.3	0.1	NA	NA	84.6	85.8	1,877	1,877
		IFEP	307	17.3	9.5	16.0	13.0	5.9	38.4	N/A	43.3	9.5	2.3	5.9	NA	NA	92.1	95.0	239	239
		EL5	4	0.0	25.0	0.0	0.0	50.0	25.0	N/A	75.0	0.0	0.0	0.0	2.67	3	33.3	100.0	3	3
		RFEP5	148	25.0	19.6	14.9	16.2	12.8	11.5	N/A	41.9	7.4	11.5	11.5	3.98	143	100.0	99.3	146	146
		(EL5 + RFEP5)	152	24.3	19.7	14.5	15.8	13.8	11.8	N/A	42.8	7.2	11.2	11.2	3.95	146	98.7	99.3	149	149

NOTES: EO students are native English speakers. IFEP students are designated as Initially Fluent English Proficient at school entry. RFEP5 students are those reclassified by the end of 5th grade. EL5 students are EL students who have not been reclassified by the end of 5th grade.

Appendix B. Education Code 313(f) and State Board of Education Reclassification Guidelines

California Education Code 313(f)

The reclassification procedures developed by the department shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based on the performance of English-proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Guidelines for Reclassification of English Learners

The State Board of Education first adopted guidelines for reclassification in 2002. Those were then updated in 2006. The following is from CDE's 2012–13 CELDT Information Guide (2012).

Under current state law (*EC* Section 313), identified students as English Learners must participate in the annual administration of the CELDT until they are reclassified as RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELD test pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Student performance on a statewide assessment of basic skills in English.

Clarification for applying the four criteria to reclassification decisions is provided in the guidelines approved by the SBE that follow.

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 is Intermediate or higher.
- 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.

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

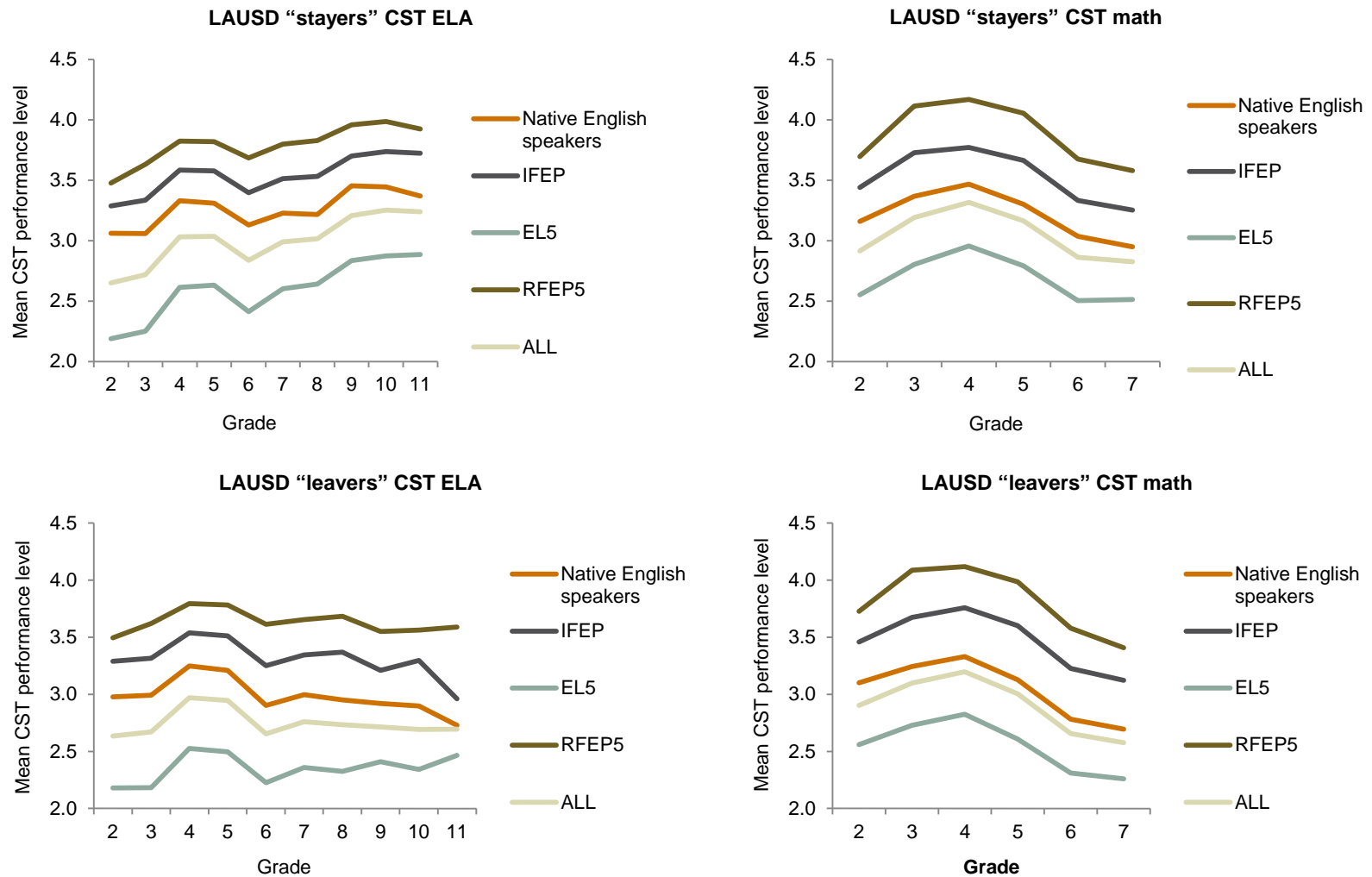
- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Comparison of Performance of Basic Skills

- Definitions:
 - “Performance in basic skills” means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English-Language Arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA).
 - “Range of performance in basic skills” means a range of scores on assessment of basic skills in English that corresponds to a performance level or range within a performance level.
 - “Students of the same age” refers to pupils who are enrolled in the same grade as the students who are being considered for reclassification.
- Basic skills criteria:
 - A student’s score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) 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. The LEAs may select a cut point in this range.
 - Students with scores above the cut point selected by the LEA should be considered for reclassification.
 - For students scoring below the cut point, LEAs should attempt to determine whether factors other than English-language proficiency are responsible for low performance on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student.
 - For students in grade twelve, the eleventh grade CST for ELA results may be used, if available.
 - For students in grade one, LEAs should base a decision to reclassify on CELDT results, teacher evaluation, and parent consultation, and other locally available assessment results.
 - The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.

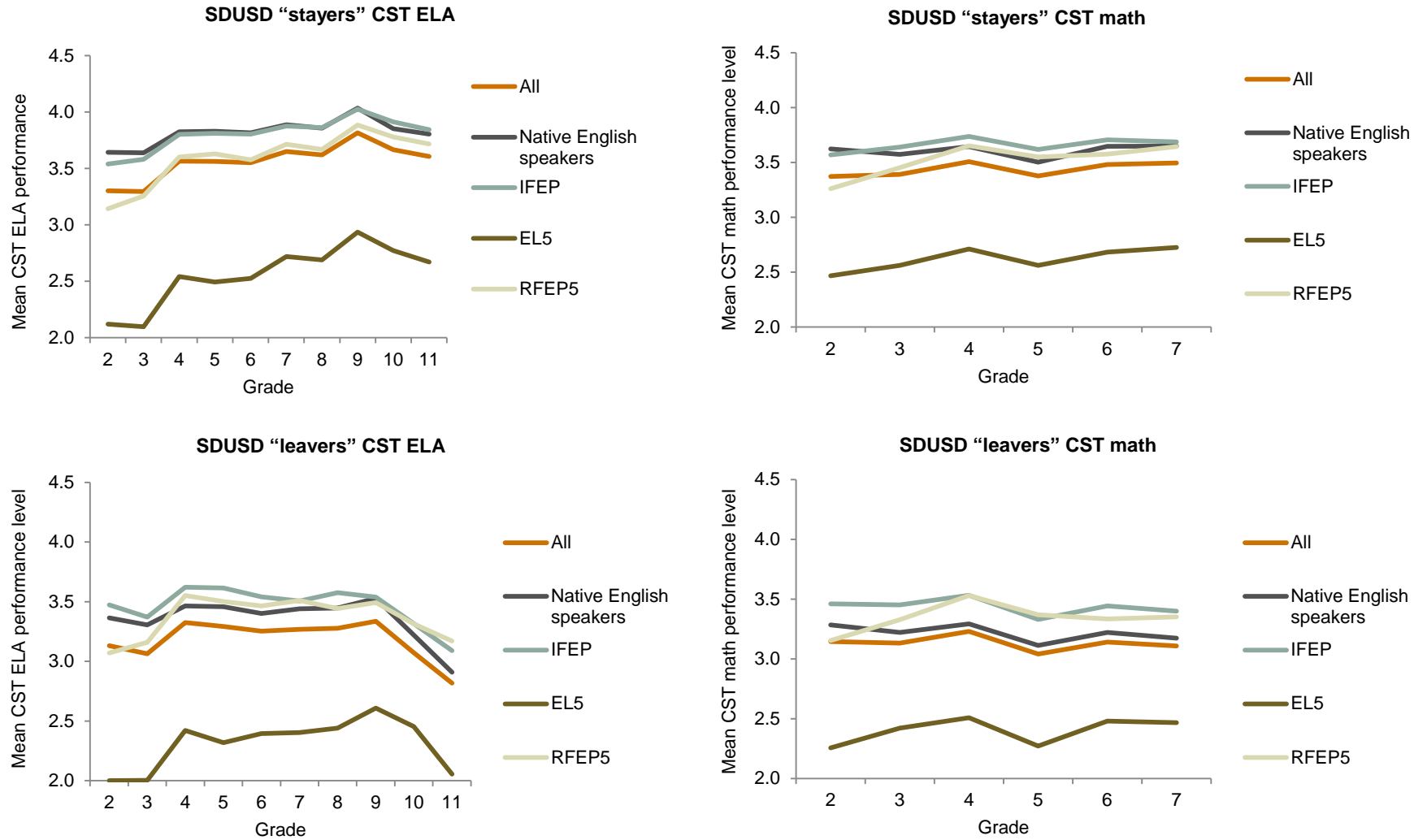
Appendix C. Supplemental Reclassified Student Outcome Figures and Tables

FIGURE C1
CST mean ELA and math performance levels for 2nd graders in 2002, not in district in 2012, LAUSD



SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2002-2012.

FIGURE C2
CST mean ELA and math performance levels for 2nd graders in 2002, not in district in 2012, SDUSD



SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012.

TABLE C1
Graduation rates including and excluding dropouts, SDUSD

	No diploma (%)	Graduation within 5 years (%)	Graduation within 4 years (%)	No.
Language status, includes dropouts				
EO	21.82	78.18	75.78	5,046
IFEP	17.60	82.40	80.60	1,727
LEP5	41.60	58.40	52.85	2,452
RFEP5	20.14	79.86	76.90	1,991
All students	25.20	74.80	71.71	11,216
Language status, does not include dropouts				
EO	19.91	80.09	77.63	4,926
IFEP	15.80	84.20	82.37	1,690
LEP5	39.14	60.86	55.08	2,353
RFEP5	18.63	81.37	78.35	1,954
All students	23.19	76.81	73.63	10,923

SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012.

In both districts, Spanish-speaking students who are reclassified in elementary school score below the same category of students in other language groups on the ELA and math CST. However, their mean performance levels on both the ELA and math CST are above those for LAUSD's native English speakers (shown earlier in Figure 1) (Table C2). In SDUSD, native English speakers (shown in Figure 1 of the [main report](#)) perform slightly better than Spanish-speaking students who are reclassified in elementary school (Table C3). Spanish-speaking students in both LAUSD and SDUSD are less likely than speakers of other languages to graduate in four years, but the gap is somewhat larger in SDUSD (Figure C3). Among reclassified students, Korean speakers are most likely to pass the CAHSEE in LAUSD, and in SDUSD, reclassified Vietnamese and Chinese speakers are the most likely (see Table C4).

TABLE C2
CST ELA and math mean performance level, by primary language group, LAUSD

	EL5				RFEP5				IFEP			
	Spanish	Korean	Armenian	Filipino	Spanish	Korean	Armenian	Filipino	Spanish	Korean	Armenian	Filipino
CST ELA												
Grade 5	2.60	3.59	3.02	3.05	3.76	4.40	3.98	4.18	3.45	4.33	3.74	3.88
Grade 8	2.60	3.64	3.22	3.04	3.76	4.45	3.97	4.19	3.39	4.53	3.92	3.83
Grade 11	2.84	3.83	3.30	3.19	3.87	4.51	4.05	4.19	3.61	4.46	3.91	3.92
CST math												
Grade 5	2.75	4.09	3.33	3.33	3.99	4.66	4.18	4.51	3.50	4.63	3.84	4.20
Grade 7	2.47	3.79	3.01	3.05	3.50	4.30	3.89	4.00	3.09	4.28	3.68	3.58

SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2002–2012.

TABLE C3
CST ELA and math mean performance level, by primary language group, SDUSD

	EL5				RFEP5				IFEP			
	Spanish	Chinese	Vietnamese	Filipino	Spanish	Chinese	Vietnamese	Filipino	Spanish	Chinese	Vietnamese	Filipino
CST ELA												
Grade 5	2.44	2.67	2.93	2.95	3.51	4.27	4.09	3.86	3.53	4.34	4.24	3.86
Grade 8	2.63	3.04	3.24	3.05	3.54	4.27	4.16	3.91	3.64	4.37	4.31	3.91
Grade 11	2.61	3.25	3.31	2.92	3.57	4.55	4.27	3.91	3.61	4.35	4.33	3.91
CST math												
Grade 5	2.39	3.47	3.14	2.94	3.36	4.32	4.09	3.67	3.19	4.45	4.14	3.71
Grade 7	2.60	3.44	3.39	2.88	3.45	4.52	4.20	3.73	3.33	4.44	4.25	3.81

SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012.

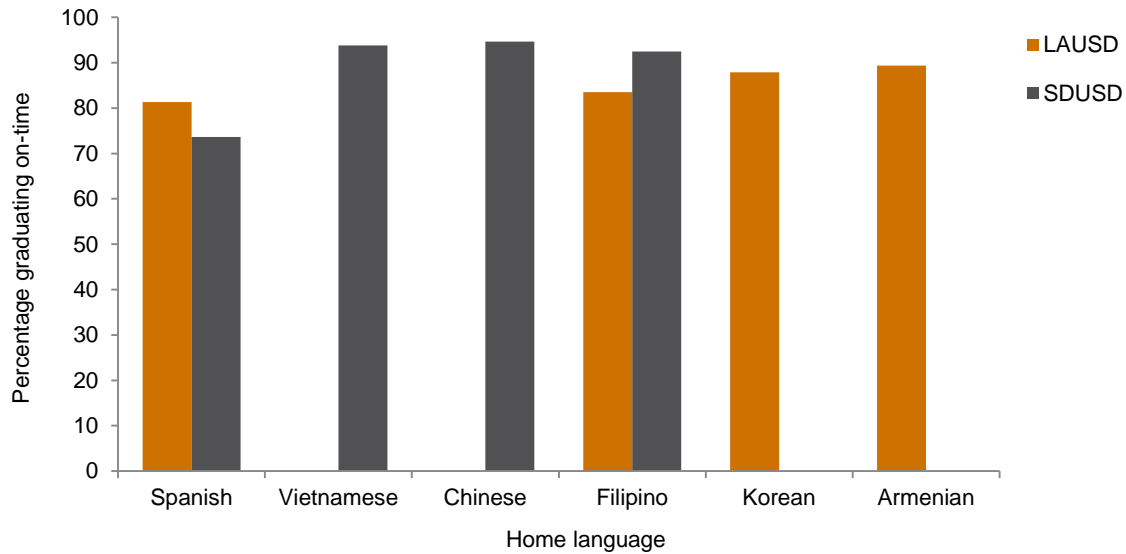
TABLE C4
Percentage CAHSEE passage rates, by home language spoken and language status group, LAUSD and SDUSD

LAUSD												
	Spanish			Korean			Armenian			Filipino		
	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5
Pass 2010 CAHSEE	82.4	60.0	93.8	98.3	91.5	99.1	100.0	80.9	98.3	92.4	77.0	98.7
Pass CAHSEE by 2012	92.4	77.4	97.4	100.0	95.1	100.0	100.0	89.6	98.5	96.2	89.0	100.0

SDUSD												
	Spanish			Vietnamese			Chinese			Filipino		
	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5	IFEP	LEP5	RFEP5
Pass 2010 CAHSEE	82.0	47.5	86.4	95.2	83.5	98.5	98.6	83.3	100.0	96.2	63.2	95.7
Pass CAHSEE by 2012	93.0	77.8	96.8	99.3	95.8	100.0	100.0	100.0	100.0	98.4	88.4	98.9

SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012

FIGURE C3
Percentage of RFEP5 students graduating on time by top four languages spoken, LAUSD and SDUSD

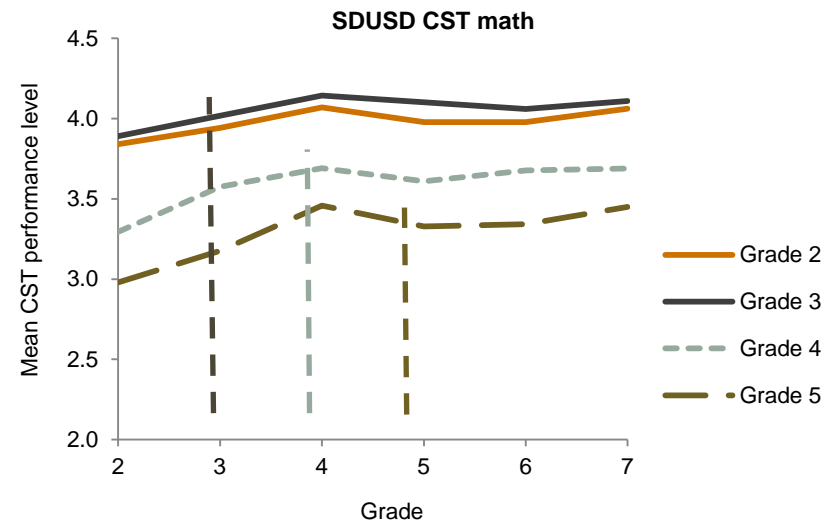
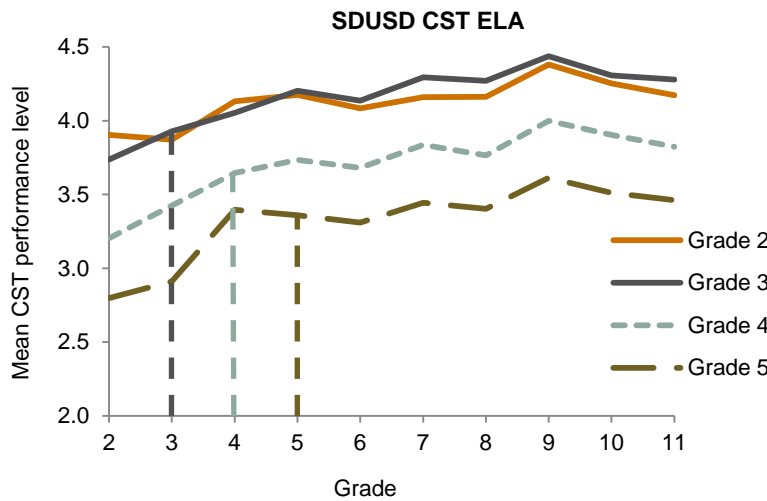
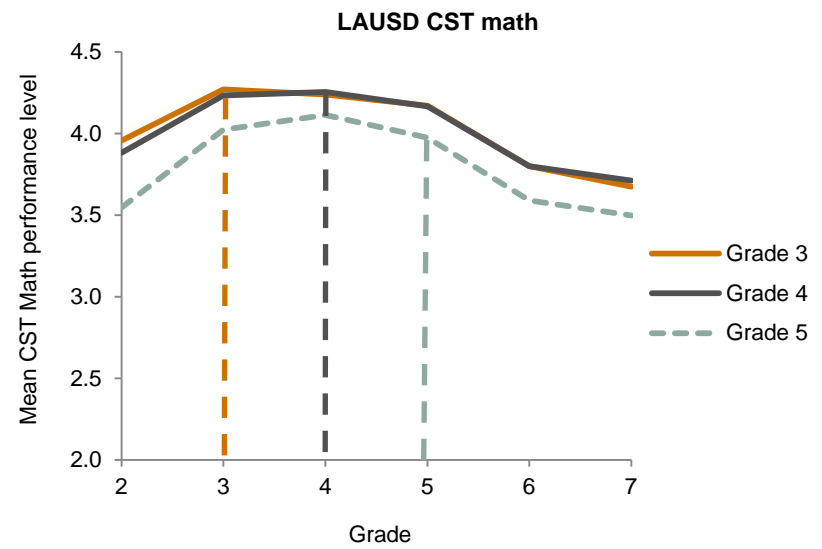
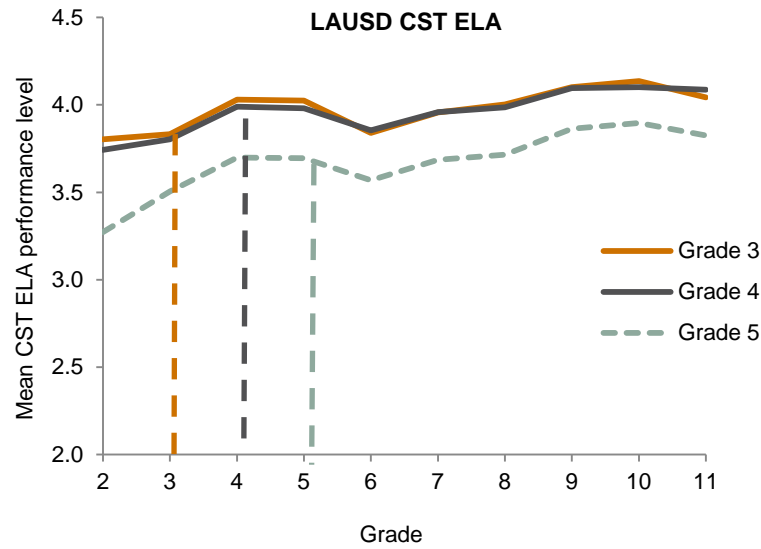


SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012

When we examine outcomes by the grade level in which students are reclassified (grades 2 through 5), we find that students reclassified earlier (2nd or 3rd grade) have better outcomes than those reclassified in 5th grade, on average, in both districts. This result persists even through high school for the ELA CST. In LAUSD, CST scores are similar for students reclassified in 3rd and 4th grades but are lower for those reclassified in 5th grade.³ In SDUSD, the scores are similar for students reclassified in 2nd and 3rd grade but are lower for those reclassified in 4th grade and even lower for those reclassified in 5th grade. This is true for both math and ELA CST scores. We do see evidence that students reclassified in 3rd grade are somewhat more likely to graduate on time than those reclassified in 5th grade. In both districts, 85 percent of students reclassified in 3rd grade graduate on time, but only 75 percent of those reclassified in 5th grade in SDUSD and 81 percent of those reclassified in 5th grade in LAUSD graduate on time. Being reclassified at an earlier grade level appears to be associated with a very slight decreases in 10th grade CAHSEE passing rates, but by 12th grade, almost all students reclassified by the end of 5th grade pass the CAHSEE (98% in both districts)

³ In this report, when we refer to reclassification in a particular grade, we mean by the end of the grade

FIGURE C4
CST mean ELA and math performance levels, by grade at reclassification, LAUSD and SDUSD



SOURCE: Authors' calculations from SDUSD and LAUSD student-level data, 2001–2012.

Appendix D. Supplemental Tables for Binding Constraint Analysis

TABLE D1

Percentage distribution of binding constraint for reclassification decisions, grades 4 and 5, LAUSD

Binding constraint	4th grade	5th grade
CST ELA	1.28	6.61
CELDT listening/speaking	3.7	3.14
CELDT overall	0.96	0.43
CELDT reading	20.06	15.11
CELDT writing	6.58	5.22
Mark listening	4.71	4.05
Mark speaking	17.1	13.05
Mark reading	4.43	4.78
Mark writing	24.83	23.72
Mark math	16.35	23.88

SOURCE: Student level data from LAUSD, 2002–2012.

TABLE D2

Percentage distribution of binding constraint for reclassification decisions, grades 4 and 5, SDUSD

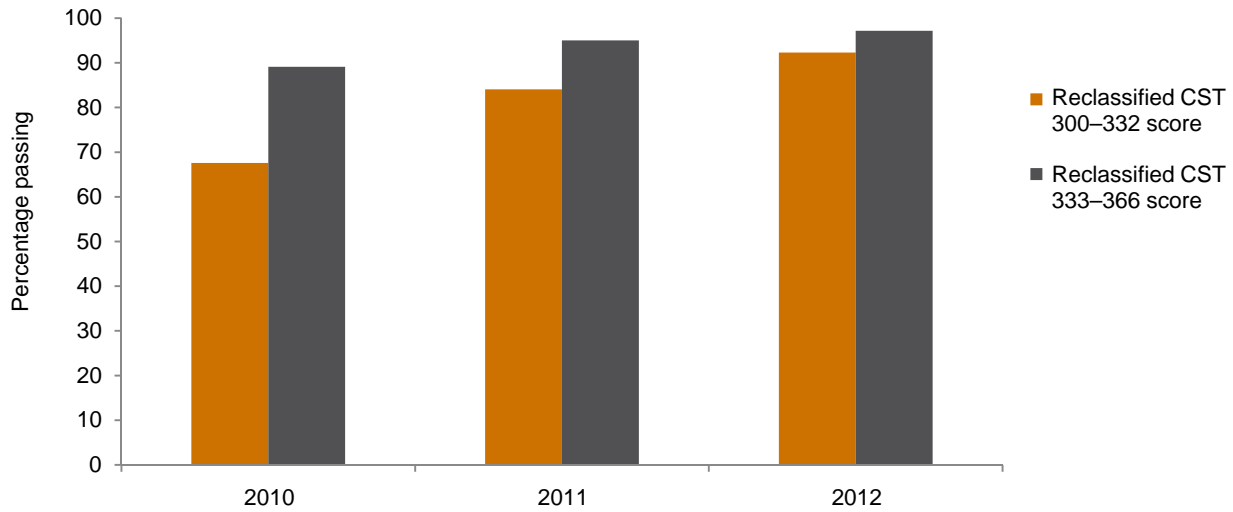
Binding constraint	4th grade	5th grade
CST ELA	48.23	59.40
CELDT listening/speaking	11.57	7.82
CELDT overall	3.15	2.53
CELDT reading	25.93	20.13
CELDT writing	11.14	10.12

SOURCE: Student level data from SDUSD, 2001–2012.

Appendix E. Supplemental Figures for Individual Reclassification Criteria

CST Thresholds and Outcomes

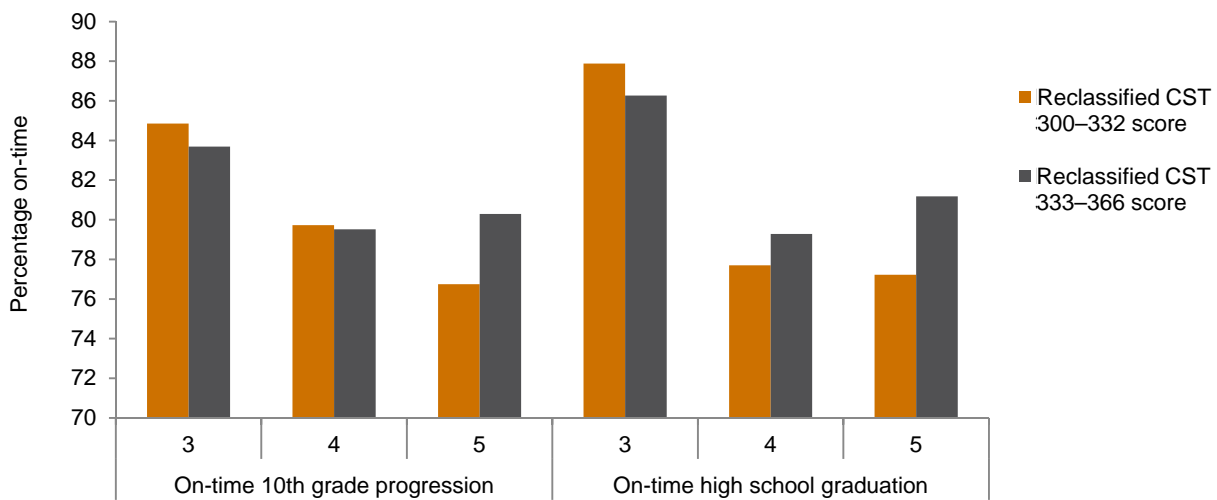
FIGURE E1
CAHSEE outcomes for different RFEP ELA CST scores, LAUSD



SOURCE: Authors' calculations from LAUSD student-level data, 2002–2012.

NOTE: In LAUSD, RFEP5 students can score between 300 and 332 on the CST and be reclassified. In San Diego, elementary school students must score at least 333 on the ELA CST.

FIGURE E2
On-time grade progression and graduation outcomes for different RFEP CST scores, LAUSD

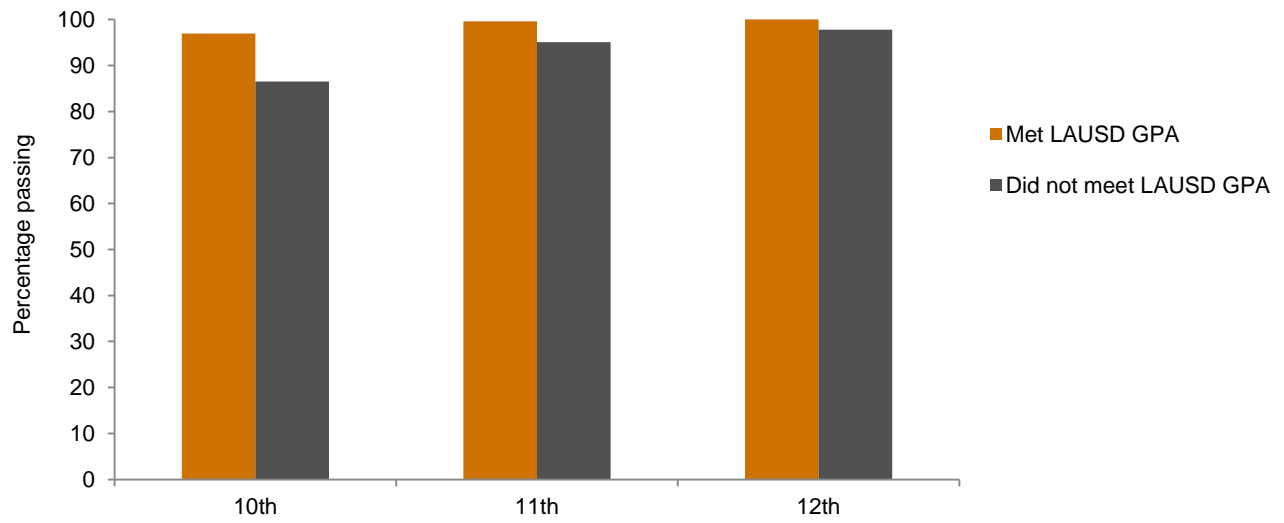


SOURCE: Authors' calculations from LAUSD student-level data, 2002–2012.

NOTE: In LAUSD, RFEP5 students can score between 300 and 332 on the CST and be reclassified. In San Diego, elementary school students must score at least 333 on the ELA C

Course Marks and Outcomes

FIGURE E3
CAHSEE outcomes for different predicted RFEP LAUSD academic course marks, SDUSD



SOURCE: Authors' calculations from SDUSD student-level data, 2001–2012

NOTE: In SDUSD, reclassification decisions are not based on GPA.

Appendix F. Regression Estimates for Models Predicting SDUSD Grades

Academic grades in Los Angeles Unified are not directly comparable to grades in San Diego Unified because of different grading systems. We attempted to predict what a San Diego student’s academic grade would have been in Los Angeles using regression analysis. Taking our main sample of LAUSD students and each of the measures of academic grades (math, reading, writing, and listening and speaking) used to determine reclassification, we performed a set of linear regressions, one for each of grades 2 to 5. Variations of scores, dummy variables for each performance level, and excluding either ELA or math depending on the subject to be predicted were used to determine the final model. Adding dummy variables for each performance level did not dramatically improve our ability to explain variation, and ultimately the model selected included the independent variables ELA and math CST performance level at each relevant grade level and the current year CELDT overall performance scaled score at each relevant grade level.

Taking the coefficients at each grade level, we calculated four predicted academic grades: math, reading, writing, and listening and speaking. Students were sorted in two categories on the basis of the four predicted academic grades: the first category included students who were predicted to meet the Los Angeles grade requirements for reclassification, which were a minimum score of 3 out of 4 in all subject areas. Table F1 lists the number of students in San Diego who met the criteria, dividing them into those predicted to meet or fail to meet the LAUSD criteria. Table F2 lists the models used in predicting academic grades.

TABLE F1
Most Reclassified Students in SDUSD did not meet LAUSD’s ELA and math mark requirements

Grade Level	Did not meet LAUSD Criteria		Met LAUSD criteria	
	Percent	No.	Percent	No.
3	71.2	126	28.8	51
4	92.5	532	7.5	43
5	81.5	795	18.6	181
Total		1,453		275

TABLE F2
Predicted math and ELA marks for SDUSD students

	Math	Writing	Reading	Listening/speaking
	Grade 3	Grade 3	Grade 3	Grade 3
CST ELA proficiency level	0.0986*** (0.00521)	0.232*** (0.00909)	0.250*** (0.00759)	0.180*** (0.00903)
CST math proficiency level	0.242*** (0.00445)	0.0643*** (0.00786)	0.0714*** (0.00650)	0.0626*** (0.00780)
CELDT OPL	0.0421*** (0.00449)	0.0781*** (0.00804)	0.0788*** (0.00651)	0.0539*** (0.00800)
Constant	1.627*** (0.0117)	1.423*** (0.0212)	1.539*** (0.0170)	2.057*** (0.0210)
Observations	27,246	8,870	14,341	8,714
R-squared	0.292	0.253	0.271	0.181
Adjusted R-squared	0.292	0.253	0.271	0.181
	Grade 4	Grade 4	Grade 4	Grade 4
CST ELA proficiency level	0.0779*** (0.00508)	0.164*** (0.00503)	0.213*** (0.00511)	0.113*** (0.00516)
CST math proficiency level	0.262*** (0.00429)	0.102*** (0.00424)	0.0862*** (0.00431)	0.0856*** (0.00436)
CELDT OPL	0.0857*** (0.00437)	0.115*** (0.00435)	0.123*** (0.00441)	0.101*** (0.00446)
Constant	1.261*** (0.0133)	1.228*** (0.0132)	1.228*** (0.0135)	1.921*** (0.0136)
Observations	31,754	29,260	29,300	29,212
R-squared	0.292	0.241	0.276	0.157
Adjusted R-squared	0.292	0.241	0.276	0.157
	Grade 5	Grade 5	Grade 5	Grade 5
CST ELA proficiency level	0.0797*** (0.00504)	0.172*** (0.00480)	0.212*** (0.00482)	0.112*** (0.00474)
CST math proficiency level	0.229*** (0.00404)	0.0857*** (0.00384)	0.0699*** (0.00385)	0.0848*** (0.00379)
CELDT OPL	0.0899*** (0.00493)	0.117*** (0.00471)	0.132*** (0.00473)	0.0754*** (0.00465)
Constant	1.497*** (0.0170)	1.461*** (0.0162)	1.431*** (0.0162)	2.216*** (0.0160)
Observations	27,025	26,471	26,456	26,478
R-squared	0.274	0.235	0.271	0.147
Adjusted R-squared	0.274	0.235	0.270	0.147

NOTE: Standard errors are in parentheses.

***p < 0.01, **p < 0.05, *p < 0.10.

Appendix G. Regression Estimates for Models Predicting Student Success Using Reclassification Criteria

This appendix shows the regression models for LAUSD and SDUSD in which we modeled five different outcomes as a function of the CST, CELDT, and the grade point average of EL students in the two districts. For each outcome, we chose a subsample of students for whom all explanatory variables were available, to allow meaningful comparisons across models. Tables G1 through G5 show LAUSD models for ELA CST proficiency level in grade 8, math CST proficiency level in grade 7, whether students passed CAHSEE in grade 10, whether students had been retained a grade by grade 10, and whether, conditional on being in the district ten years after grade 2, they graduated on time. Tables G6 through G10 show corresponding results for SDUSD.

The CELDT and CST scores that we used as regressors are numerical indices running from 1 to 5 that capture performance levels, as described in a text box in the main report. Interestingly, although this approach assumes a linear relationship between the outcome and the various levels of performance, when we also estimated more detailed models that included dummy variables for each performance level, the percentage of the variation explained by these models was virtually the same as in the models presented below, and visual inspection suggested a nearly linear relationship between the given outcome and the performance levels.

The tables do not show additional models in which we used the overall CELDT performance level rather than the performance level on the individual CELDT components. The more detailed models typically explained slightly more of the variation in the outcome (based on R-squared values), and for this reason in the main text we discuss only the models that include the detailed CELDT subscores.

The models estimated for LAUSD and SDUSD are the same with the exception of models that include controls for grades (GPA). In SDUSD there were ELA GPA levels for the categories reading, writing, and oral language; in LAUSD the oral language category was subdivided into separate grades on listening and speaking, and thus there is one additional ELA GPA available in the LAUSD data.

Following the tables, Figure G1 summarizes the relative explanatory power of each combination of two predictors (CELDT scores and GPA, CELDT and CST scores, and CST scores and GPA) relative to the explanatory power when we use all three predictors.

TABLE G1
Models of ELA CST proficiency level in grade 8, LAUSD

	CELDT subtests	CELDT total	ELA GPA	ELA CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.181*** (0.00889)					0.128*** (0.00870)	0.0741*** (0.00832)	0.0536*** (0.00825)
CELDT listening	0.0748*** (0.00777)					0.0532*** (0.00753)	0.0434*** (0.00713)	0.0338*** (0.00705)
CELDT reading	0.366*** (0.00667)					0.296*** (0.00670)	0.183*** (0.00680)	0.160*** (0.00677)
CELDT total		0.529*** (0.00778)						
Reading GPA			0.437*** (0.0146)		0.193*** (0.0130)	0.237*** (0.0136)		0.147*** (0.0128)
Writing GPA			0.278*** (0.0149)		0.120*** (0.0131)	0.150*** (0.0136)		0.0908*** (0.0128)
Listening GPA			0.144*** (0.0156)		0.0723*** (0.0135)	0.116*** (0.0141)		0.0744*** (0.0132)
Speaking GPA			-0.00138 (0.0162)		-0.00980 (0.0140)	-0.0406*** (0.0146)		-0.0289** (0.0137)
ELA CST				0.659*** (0.00611)	0.549*** (0.00690)		0.473*** (0.00774)	0.418*** (0.00796)
Constant	0.325*** (0.0363)	0.460*** (0.0321)	0.240*** (0.0395)	0.881*** (0.0169)	0.134*** (0.0342)	-0.406*** (0.0440)	0.271*** (0.0332)	-0.171*** (0.0413)
Observations	19,013	19,013	19,013	19,013	19,013	19,013	19,013	19,013
R-squared	0.309	0.196	0.214	0.380	0.41	0.357	0.422	0.439
Adjusted R-squared	0.309	0.196	0.214	0.380	0.410	0.357	0.422	0.439

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G2
Models of math CST proficiency level in grade 7, LAUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT sub tests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.128*** (0.00907)					0.0830*** (0.00895)	0.0422*** (0.00878)	0.0240*** (0.00873)
CELDT listening	0.0902*** (0.00790)					0.0712*** (0.00774)	0.0631*** (0.00751)	0.0542*** (0.00745)
CELDT reading	0.294*** (0.00680)					0.234*** (0.00691)	0.146*** (0.00718)	0.126*** (0.00717)
CELDT total		0.442*** (0.00766)						
Reading GPA			0.303*** (0.0145)		0.111*** (0.0137)	0.145*** (0.0140)		0.0738*** (0.0136)
Writing GPA			0.265*** (0.0148)		0.145*** (0.0137)	0.168*** (0.0141)		0.123*** (0.0136)
Listening GPA			0.175*** (0.0155)		0.114*** (0.0142)	0.151*** (0.0146)		0.116*** (0.0140)
Speaking GPA			-0.0176 (0.0160)		-0.0229 (0.0147)	-0.0512*** (0.0151)		-0.0411*** (0.0146)
ELA CST				0.535*** (0.00642)	0.439*** (0.00726)		0.386*** (0.00822)	0.337*** (0.00845)
Constant	0.596*** (0.0369)	0.688*** (0.0315)	0.470*** (0.0390)	1.086*** (0.0176)	0.374*** (0.0359)	-0.0837* (0.0453)	0.547*** (0.0350)	0.0968** (0.0438)
Observations	19,392	19,392	19,392	19,392	19,392	19,392	19,392	19,392
R-squared	0.214	0.147	0.158	0.264	0.291	0.254	0.294	0.311
Adjusted R-squared	0.214	0.146	0.157	0.264	0.291	0.254	0.294	0.311

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G3
Models of passage of CAHSEE by end of grade 10, LAUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT sub tests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.0659*** (0.00562)					0.0480*** (0.00562)	0.0311*** (0.00557)	0.0239*** (0.00558)
CELDT listening	0.0454*** (0.00494)					0.0376*** (0.00490)	0.0345*** (0.00480)	0.0309*** (0.00479)
CELDT reading	0.143*** (0.00421)					0.120*** (0.00432)	0.0839*** (0.00455)	0.0769*** (0.00457)
CELDT total		0.219*** (0.00478)						
Reading GPA			0.142*** (0.00909)		0.0532*** (0.00876)	0.0615*** (0.00876)		0.0320*** (0.00864)
Writing GPA			0.115*** (0.00921)		0.0616*** (0.00871)	0.0610*** (0.00875)		0.0450*** (0.00858)
Listening GPA			0.0503*** (0.00972)		0.0247*** (0.00912)	0.0412*** (0.00914)		0.0273*** (0.00895)
Speaking GPA			0.00717 (0.0101)		0.00255 (0.00944)	-0.0111 (0.00948)		-0.00822 (0.00927)
ELA CST				0.239*** (0.00407)	0.199*** (0.00465)		0.151*** (0.00521)	0.134*** (0.00540)
Constant	-0.338*** (0.0235)	-0.281*** (0.0200)	-0.267*** (0.0249)	-0.0298** (0.0116)	-0.319*** (0.0233)	-0.585*** (0.0289)	-0.357*** (0.0228)	-0.511*** (0.0284)
Observations	12,959	12,959	12,959	12,959	12,959	12,959	12,959	12,959
R-squared	0.201	0.139	0.119	0.210	0.228	0.223	0.250	0.258
Adjusted R-squared	0.201	0.139	0.119	0.210	0.227	0.223	0.250	0.258

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G4
Models of whether student was retained a grade in or before grade 10, LAUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT sub tests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	-0.0173*** (0.00461)					-0.00545 (0.00464)	-0.00227 (0.00469)	0.00353 (0.00469)
CELDT listening	-0.00735* (0.00405)					-0.00276 (0.00404)	-0.00291 (0.00403)	-0.000410 (0.00403)
CELDT reading	-0.0388*** (0.00347)					-0.0233*** (0.00359)	-0.0129*** (0.00384)	-0.00688* (0.00387)
CELDT total		-0.0545*** (0.00375)						
Reading GPA			-0.0378*** (0.00706)		-0.0134* (0.00723)	-0.0232*** (0.00725)		-0.0123* (0.00729)
Writing GPA			-0.0700*** (0.00720)		-0.0552*** (0.00724)	-0.0615*** (0.00726)		-0.0547*** (0.00726)
Listening GPA			-0.0531*** (0.00760)		-0.0457*** (0.00758)	-0.0509*** (0.00759)		-0.0457*** (0.00758)
Speaking GPA			0.0271*** (0.00788)		0.0279*** (0.00783)	0.0297*** (0.00788)		0.0284*** (0.00785)
ELA CST				-0.0785*** (0.00333)	-0.0540*** (0.00384)		-0.0667*** (0.00438)	-0.0508*** (0.00455)
Constant	0.464*** (0.0189)	0.453*** (0.0155)	0.600*** (0.0191)	0.437*** (0.00921)	0.610*** (0.0190)	0.636*** (0.0235)	0.472*** (0.0187)	0.607*** (0.0236)
Observations	17,394	17,394	17,394	17,394	17,394	17,394	17,394	17,394
R-squared	0.019	0.012	0.031	0.031	0.042	0.035	0.032	0.042
Adjusted R-squared	0.0189	0.0119	0.0310	0.0309	0.0419	0.0351	0.0317	0.0419

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G5
Models of whether student graduated on time, LAUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT sub tests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.0344*** (0.00457)					0.0219*** (0.00460)	0.0182*** (0.00465)	0.0121*** (0.00466)
CELDT listening	0.0154*** (0.00399)					0.00965** (0.00398)	0.00996** (0.00398)	0.00668* (0.00398)
CELDT reading	0.0446*** (0.00342)					0.0276*** (0.00355)	0.0167*** (0.00379)	0.00990*** (0.00382)
CELDT total		0.0787*** (0.00371)						
Reading GPA			0.0456*** (0.00700)		0.0150** (0.00716)	0.0225*** (0.00717)		0.0103 (0.00722)
Writing GPA			0.0751*** (0.00715)		0.0561*** (0.00719)	0.0606*** (0.00720)		0.0530*** (0.00721)
Listening GPA			0.0554*** (0.00752)		0.0455*** (0.00749)	0.0518*** (0.00750)		0.0458*** (0.00749)
Speaking GPA			-0.0124 (0.00778)		-0.0126 (0.00773)	-0.0170** (0.00777)		-0.0149* (0.00775)
ELA CST				0.0960*** (0.00329)	0.0675*** (0.00380)		0.0721*** (0.00431)	0.0553*** (0.00448)
Constant	0.0586*** (0.0186)	0.0908*** (0.0153)	-0.0442** (0.0189)	0.159*** (0.00908)	-0.0557*** (0.0188)	-0.138*** (0.0232)	0.0520*** (0.0185)	-0.106*** (0.0232)
Observations	23,770	23,770	23,770	23,770	23,770	23,770	23,770	23,770
R-squared	0.026	0.019	0.032	0.035	0.045	0.040	0.038	0.046
Adjusted R-squared	0.0263	0.0185	0.0321	0.0346	0.0447	0.0397	0.0376	0.0458

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G6
Models of ELA CST proficiency level in grade 8, SDUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.207*** (0.0210)				0.148*** (0.0210)	0.116*** (0.0197)		0.0862*** (0.0198)
CELDT listening	0.0927*** (0.0178)				0.0732*** (0.0176)	0.0463*** (0.0165)		0.0376** (0.0165)
CELDT reading	0.345*** (0.0170)				0.289*** (0.0171)	0.187*** (0.0170)		0.165*** (0.0170)
CELDT total		0.531*** (0.0177)						
Reading GPA			-0.372*** (0.0238)		-0.161*** (0.0229)		-0.167*** (0.0216)	-0.0993*** (0.0216)
Writing GPA			-0.234*** (0.0267)		-0.134*** (0.0243)		-0.108*** (0.0235)	-0.0833*** (0.0229)
Oral language GPA			-0.0243 (0.0243)		-0.00794 (0.0219)		-0.0178 (0.0210)	-0.0107 (0.0205)
ELA CST				0.607*** (0.0144)		0.412*** (0.0178)	0.506*** (0.0160)	0.376*** (0.0181)
Constant	-6.007*** (0.275)	-4.609*** (0.244)	4.600*** (0.0717)	1.107*** (0.0403)	-3.262*** (0.346)	-3.084*** (0.282)	2.258*** (0.0968)	-1.598*** (0.333)
Observations	2,974	2,974	2,974	2,974	2,974	2,974	2,974	2,974
R-squared	0.329	0.233	0.210	0.374	0.364	0.432	0.408	0.445
Adjusted R-squared	0.328	0.232	0.209	0.374	0.363	0.431	0.407	0.444

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G7
Models of math CST proficiency level in grade 7, SDUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.166*** (0.0237)				0.113*** (0.0240)	0.0803*** (0.0231)		0.0554** (0.0233)
CELDT listening	0.132*** (0.0201)				0.113*** (0.0199)	0.0876*** (0.0192)		0.0792*** (0.0192)
CELDT reading	0.338*** (0.0191)				0.286*** (0.0195)	0.191*** (0.0199)		0.171*** (0.0200)
CELDT total		0.529*** (0.0195)						
Reading GPA			-0.364*** (0.0267)		-0.149*** (0.0264)		-0.161*** (0.0255)	-0.0913*** (0.0256)
Writing GPA			-0.201*** (0.0299)		-0.114*** (0.0280)		-0.0822*** (0.0275)	-0.0654** (0.0270)
Oral language GPA			-0.0357 (0.0273)		-0.0148 (0.0253)		-0.0316 (0.0248)	-0.0185 (0.0243)
ELA CST				0.582*** (0.0168)		0.381*** (0.0211)	0.486*** (0.0189)	0.348*** (0.0216)
Constant	-5.875*** (0.312)	-4.570*** (0.269)	4.525*** (0.0798)	1.188*** (0.0468)	-3.364*** (0.396)	-3.135*** (0.333)	2.265*** (0.114)	-1.807*** (0.392)
Observations	3,073	3,073	3,073	3,073	3,073	3,073	3,073	3,073
R-squared	0.260	0.194	0.158	0.282	0.284	0.331	0.306	0.340
Adjusted R-squared	0.259	0.193	0.157	0.282	0.283	0.330	0.305	0.338

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G8
Models of passage of CAHSEE by end of grade 10, SDUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.0666*** (0.0117)				0.0452*** (0.0118)	0.0366*** (0.0116)		0.0256** (0.0116)
CELDT listening	0.0661*** (0.00997)				0.0562*** (0.00990)	0.0506*** (0.00973)		0.0449*** (0.00972)
CELDT reading	0.158*** (0.00939)				0.134*** (0.00955)	0.103*** (0.00999)		0.0934*** (0.0100)
CELDT total		0.255*** (0.00960)						
Reading GPA			-0.148*** (0.0131)		-0.0523*** (0.0128)		-0.0674*** (0.0127)	-0.0321** (0.0127)
Writing GPA			-0.0999*** (0.0145)		-0.0627*** (0.0134)		-0.0510*** (0.0136)	-0.0445*** (0.0132)
Oral language GPA			-0.0329** (0.0135)		-0.0200 (0.0124)		-0.0338*** (0.0125)	-0.0235* (0.0122)
ELA CST				0.244*** (0.00852)		0.138*** (0.0106)	0.195*** (0.00953)	0.121*** (0.0108)
Constant	-3.341*** (0.155)	-2.925*** (0.133)	1.422*** (0.0391)	-0.0560** (0.0242)	-2.200*** (0.194)	-2.359*** (0.167)	0.516*** (0.0572)	-1.662*** (0.195)
Observations	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562
R-squared	0.265	0.216	0.159	0.243	0.292	0.311	0.277	0.325
Adjusted R-squared	0.264	0.216	0.158	0.242	0.291	0.310	0.276	0.323

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

TABLE G9

Models of whether student was retained a grade in or before grade 10, SDUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	-0.0209** (0.00933)				-0.00764 (0.00949)	-0.00935 (0.00944)		-0.000942 (0.00955)
CELDT listening	-0.0146* (0.00792)				-0.00943 (0.00792)	-0.00884 (0.00792)		-0.00559 (0.00793)
CELDT reading	-0.0542*** (0.00757)				-0.0399*** (0.00777)	-0.0326*** (0.00824)		-0.0253*** (0.00829)
CELDT total		≠0.0772*** (0.00739)						
Reading GPA			0.0499*** (0.00970)		0.0246** (0.0103)		0.0260*** (0.0101)	0.0180* (0.0104)
Writing GPA			0.0505*** (0.0109)		0.0403*** (0.0109)		0.0365*** (0.0109)	0.0345*** (0.0110)
Oral language GPA			0.0199** (0.00998)		0.0173* (0.00996)		0.0188* (0.00988)	0.0174* (0.00992)
ELA CST				-0.0847*** (0.00664)		-0.0548*** (0.00856)	-0.0592*** (0.00751)	-0.0430*** (0.00874)
Constant	1.370*** (0.121)	1.224*** (0.102)	-0.192*** (0.0293)	0.383*** (0.0185)	0.690*** (0.155)	0.989*** (0.134)	0.0810* (0.0451)	0.501*** (0.159)
Observations	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905
R-squared	0.050	0.036	0.051	0.053	0.068	0.063	0.071	0.076
Adjusted R-2	0.0488	0.0359	0.0503	0.0527	0.0659	0.0617	0.0699	0.0733

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

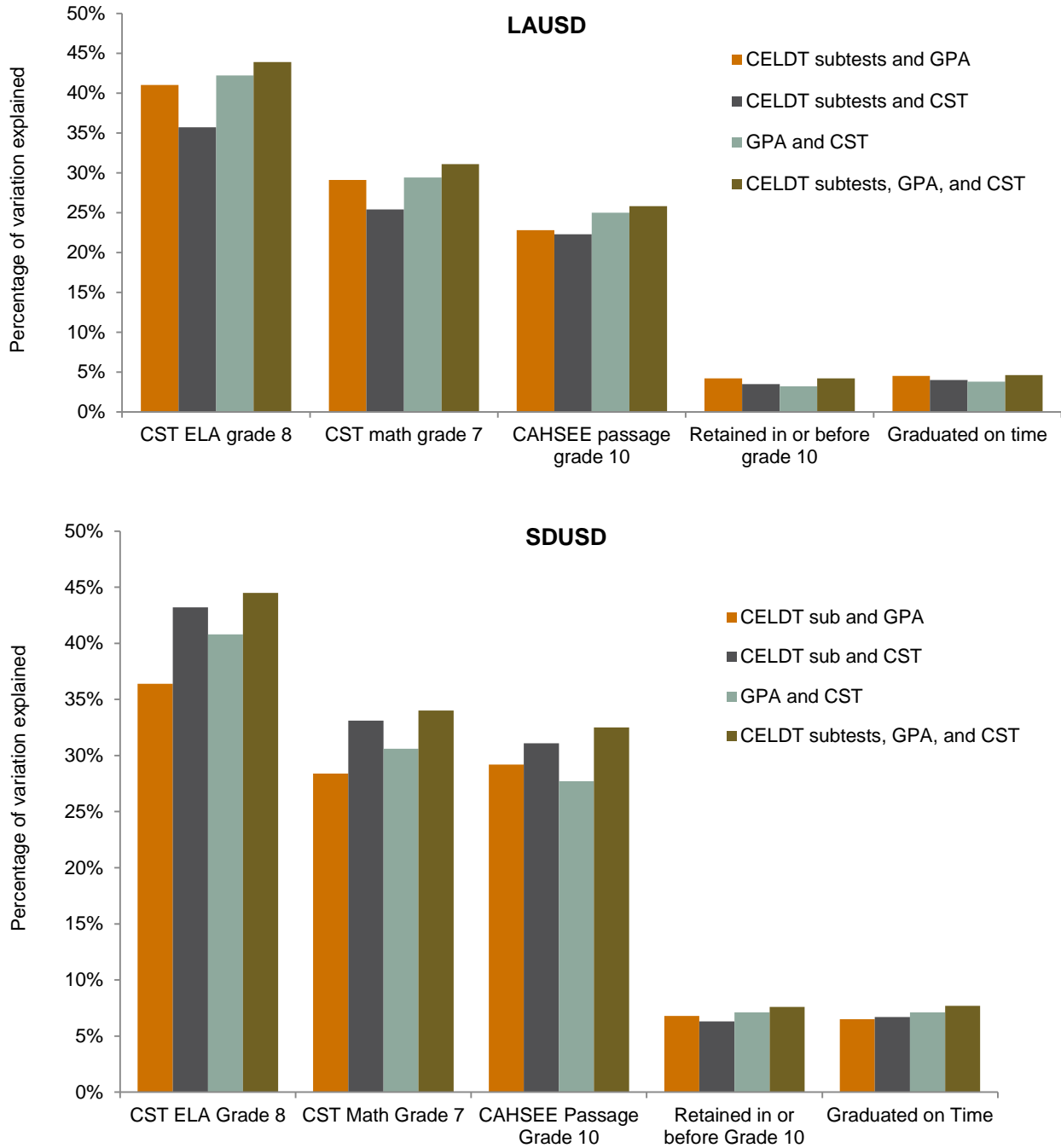
TABLE G 10
Models of whether student graduated on time, SDUSD

	CELDT subtests	CELDT total	ELA GPA	CST	CELDT subtests and GPA	CELDT subtests and CST	GPA and CST	CELDT subtests, GPA, and CST
CELDT writing	0.0432*** (0.0114)				0.0333*** (0.0116)	0.0264** (0.0115)		0.0226* (0.0116)
CELDT listening	0.0292*** (0.00959)				0.0257*** (0.00959)	0.0205** (0.00957)		0.0193** (0.00958)
CELDT reading	0.0597*** (0.00912)				0.0472*** (0.00942)	0.0288*** (0.00986)		0.0240** (0.00995)
CELDT total		0.106*** (0.00895)						
Reading GPA			-0.0278** (0.0119)		0.0157 (0.0126)		0.0125 (0.0123)	0.0280** (0.0127)
Writing GPA			-0.0867*** (0.0133)		-0.0702*** (0.0133)		-0.0648*** (0.0133)	-0.0610*** (0.0133)
Oral language GPA			-0.0285** (0.0122)		-0.0247** (0.0121)		-0.0264** (0.0120)	-0.0244** (0.0120)
ELA CST				0.118*** (0.00798)		0.0799*** (0.0102)	0.0959*** (0.00909)	0.0712*** (0.0104)
Constant	-1.338*** (0.148)	-1.014*** (0.123)	0.861*** (0.0356)	0.142*** (0.0223)	-0.772*** (0.190)	-0.786*** (0.163)	0.415*** (0.0549)	-0.479** (0.193)
Observations	3,585	3,585	3,585	3,585	3,585	3,585	3,585	3,585
R-squared	0.051	0.038	0.042	0.057	0.065	0.067	0.071	0.077
Adjusted R-squared	0.0498	0.0377	0.0409	0.0568	0.0635	0.0657	0.0696	0.0753

NOTE: Standard errors in parentheses,
 *** p < 0.01, ** p < 0.05, * p < 0.1.

To conserve space, the row showing coefficients for the CELDT listening/speaking subscore is labeled "CELDT listening."

Figure G1
Using pairs of predictors works almost as well as using grades, CST, and CELDT scores together to explain English Learners' later outcomes



SOURCE: Authors' calculations from SDUSD and LAUSD individual student data, 2001–2012.

NOTES: SDUSD includes those in grade 2 in 2001 or 2002. LAUSD data focus on those in grade 2 in 2002.

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