

PD-DELLTA NYSESLAT Analysis: Does PD-DELLTA Support English Language Acquisition?

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November 2014

An analysis was conducted comparing 2013-2014 NYSESLAT scores of PD-DELLTA students with non-participating students. The treatment group (n = 347) consisted of students who met these criteria: (1) a PD-DELLTA student during the 2013-2014 school year, (2) available NYSESLAT scores for 2 consecutive years (2012-2013 and 2013-2014). The comparison group (n = 1988) was selected from a pool of students who met these criteria: (1) Network students during the 2013-2014 school year who did not participate in PD-DELLTA, (2) available NYSESLAT scores for 2 consecutive years (2012-2013 and 2013-2014). The control and comparison groups were matched according to SES, as determined by free and reduced lunch. Some students who tested out through NYSESLAT were not included in the analysis, as their records were no longer in the network system.

Each student in the treatment and comparison groups was assigned a score indicating whether they had Progressed, Slipped, or Stalled on their NYSESLAT scores from 2012-2013 to 2013-2014. Results indicate that PD-DELLTA students performed significantly better than the comparison group.

NYSESLAT Comparison: 2013-2014

	Progressed	Stalled	Slipped
PD-DELLTA Students	60.7%	36.6%	2.7%
Comparison Group	42.2%	49.7%	8.1%

These results are consistent with similar analyses from the previous two years.

NYSESLAT Comparison: 2011-2013

2011-2012	Progressed	Stalled	Slipped
PD-DELLTA Students	43.2%	48.7%	8.1%
Comparison Group	34.1%	47.3%	18.6%
2012-2013	Progressed	Stalled	Slipped
PD-DELLTA Students	42.9%	54.5%	2.6%
Comparison Group	31.6%	60.8%	7.6%

The positive analysis presented here is consistent with our other qualitative and quantitative data on the effects of PD-DELLTA on English language acquisition. Overall findings indicate that the DELLTA program supports English language acquisition. This is likely due to the use of language in an authentic context that students value, in an environment that rewards self-expression, and in a context with comprehensive professional development, partnership and organizational support.