



# Title III Accountability Overview: Guidance for 2012-13

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# Welcome Remarks

**Lupita Cortez Alcalá, Deputy Superintendent**  
**Instruction and Learning Support Branch**



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# Overview

- Title III Accountability
- Federal/State Requirements for LEAs in Year 2 and 4
- Improvement Plan Elements
- Technical Assistance
- County Office of Education Regional Leads



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# Elementary and Secondary Education Act, Title III

- Provides supplemental funding to local educational agencies (LEAs)
- To implement language instruction educational programs designed to help English learners (ELs) and immigrant students attain English language proficiency (ELP) and meet the state's academic and content standards



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# What is Title III Accountability?

<b>Title III AMAOs</b>	<b>Assessments</b>
AMA0 1: Percentage of ELs Making Annual Progress in Learning English	CELDT
AMA0 2: Percentage of ELs Attaining the English Proficient Level on the CELDT	CELDT
AMA0 3: AYP Requirements for EL Subgroup at the LEA or Consortium Level	CST, CMA, CAPA, CAHSEE



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# AMAO Targets: Percentage Met by Year

AMAO	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
AMAO 1	52.0	48.7	50.1	51.6	53.1	54.6	56.0	57.5	59.0
AMAO 2	31.4	27.2	28.9	30.6					
					<5yr 17.4	18.7	20.1	21.4	22.8
					5yr or > 41.3	43.2	45.1	47.0	49.0
AMAO 3 ELA	23.0	23.0	34.0	45.0	56.0	67.0	78.0	89.0	100
AMAO 3 MATH	23.7	23.7	34.6	45.5	56.4	67.3	78.2	89.1	100



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## Title III Accountability Reports

- Title III funded LEAs and Consortia:
  - Districts
  - County Offices of Education
  - Direct-funded charters
  - Consortia
  
- Reports available on the CDE Title III Accountability Reports Web page at:  
<http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>



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# Consequences of Not Meeting all AMAOs

If a Title III LEA or consortia does not meet any one or more of the three AMAOs in any year, it must:

- Inform the parents of all ELs in the LEA or the consortia as a whole, that the AMAOs have not been met
- This notification should be provided within 30 calendar days of the public release of the Title III Accountability Reports



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# Consequences of Not Meeting AMAOs for 2 Years

Pursuant to requirements of ESEA, Section 3122(b)(2)

- LEAs and Consortia that fail to meet one or more AMAOs for two consecutive years (FY 2010–11 and FY 2011–12)
- Must also develop an improvement plan that will ensure that all AMAOs are met



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# Consequences of Not Meeting AMAOs for 2 Years

- The improvement plan shall specifically address the factors that prevented the LEA or consortium from achieving the AMAO targets
- This requirement can be addressed via the Title III, Year 2 Improvement Plan (IP) submitted on the California Accountability and Improvement System (CAIS)
- More information on the IP is available at the CDE Accountability Requirements Web page at: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>.



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# Consequences of Not Meeting AMAOs for 4 Years

Pursuant to requirements of the ESEA, Section 3122 (b)(4), and approved by the State Board of Education:

- LEAs and Consortia failing to meet one or more AMAOs for four consecutive years (2008–09, 2009–10, 2010–11, and 201–12) are also required to modify their curriculum, program, and method of instruction



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# Development of a Title III Year 4 Improvement Plan

- This requirement can be addressed via the Title III, Year 4 Improvement Plan submitted on CAIS
- More information on the improvement plan is available in the CDE Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>



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# Notice of Improvement Status

- LEAs and consortia that are identified as not meeting all AMAOs for two or four consecutive years will be notified by CDE of further action that needs to be taken



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# The Improvement Plan

- The central premise: LEA is responsible for improving the educational outcomes of its English learners (ELs)
- To do this, the LEA will develop an Improvement Plan (IP) that addresses the fiscal, human, and technical resources needed to fully implement the improvement efforts for the instructional program and services for all ELs



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# Developing the Improvement Plan

- Develop the Title III IP using the template included in the Guidance Document
- Receive technical assistance from your Title III Regional COE Lead
  - **Completing the Needs Assessment**
  - **Writing the IP**
  - **Reviewing and adjusting, as necessary**
  - **Entering the IP into CAIS**



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# Developing the Improvement Plan

- **Year Two:** The plan for LEAs in Year 2 must address the **factors that contributed to the LEAs failure to meet the AMAO targets**
- **Year Four:** The plan for LEAs in Year 4 must specify **changes in curriculum, program and method of instruction for ELs**



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# Plan Goals

**Must Address Goals that Require Improvement per Accountability Report and Needs Assessment:**

- 2A: Annual Progress Learning English**
- 2B: English Proficiency**
- 2C: AYP for EL Subgroup**
- 2F: Parental Notification**

ESEA Title III, Sections 3115 and 3116



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# Plan Goals

**Must also address Goals\*:**

- **2D: High Quality Professional Development**
- **2E: Parent and Community Participation**

**Must address Goal:**

- **2G: Services for Immigrant Students**
  - **If such funding is received**

\*ESEA Title III, Sections 3115 and 3116



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# Plan Goals

LEAs with High Schools Must Address Goals:

- 5A: Increase graduation rates
- 5B: Decrease drop out rates
  - If the Needs Assessment indicates that these factors contributed to the LEA not meeting related AMAO targets



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# Plan Goals

- Each goal must specify relevant Strategies, Action Steps, and Tasks to clearly demonstrate how meeting this goal will improve linguistic and academic achievement outcomes for ELs



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# The Needs Assessment

- Begin the Needs Assessment by analyzing relevant data and completing the English Learner Subgroup Self Assessment (ELSSA) and the accompanying survey items
- The ELSSA, ELSSA Toolkit, and ELSSA Supplement posted on the CDE Web site at:
  - California Accountability and Improvement System (CAIS) at: <http://www.cais.ca.gov> (see “Help” section)
  - Title III Accountability Requirements 2012 Web page: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>.



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# Establish LEA Team

**The team should include district and school leaders with sufficient knowledge and authority to make the systemic changes needed to for ELs to meet the AMAO targets**

**Consider the following individuals:**

- ✓ District Superintendent/Assistant Superintendent
- ✓ Title III/EL Program Administrator
- ✓ Categorical Programs Administrator
- ✓ Curriculum and Instruction Administrator
- ✓ School principals
- ✓ Teachers on Special Assignment (EL program)<sup>22</sup>



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# Improvement Plan Development

The Plan is hierarchically structured:  
SMART Goal

- Strategies to accomplish the Goal
- Action Steps needed to implement Strategies
- Tasks needed to carry out Action Steps
- Budget necessary for implementing Action Steps
- The Improvement Plan (IP) template reflects how it will appear in the CAIS Plan screen



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# Title III, Year 2 and Year 4 Key Improvement Plan Documents

- **IP Needs Assessment Template**
- **IP Template**
- **IP Evaluation Checklist**
- **IP Information Sheet**
- **IP Assurance**

Year 2		Year 4
<b>Title III</b>		
<b>Guidance for Local Educational Agencies Not Meeting Annual Measurable Achievement Objectives for Two or Four Years 2012–13</b>		
Section 1:	Introduction to Title III Accountability Requirements	Page 1
Section 2:	Technical Assistance and the Title III Regional COE Leads	Page 3
Section 3:	LEA Responsibilities under Title III Accountability	Page 5
Section 4:	Instructions for Completing the Needs Assessment	Page 8
Section 5:	Instructions for Improvement Plan Development	Page 12
Section 6:	Documents: Needs Assessment Template, Plan Template, Plan Evaluation Checklist, Plan Information, and Plan Assurance	Page 18
Section 7:	Entering Title III Improvement Plans and Documentation in the California Accountability and Improvement System (CAIS)	Page 45
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# Guidance Document

The Guidance Document can be found at these Web pages.

## **Title III Accountability Requirements 2012**

**<http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>**

## **California Accountability and Improvement System (CAIS)**

**<http://www.cais.ca.gov>**



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# Improvement Plan Due Date

**The IP is due to the CDE  
120 calendar days  
after the public release of the  
Title III Accountability Report**

# **Title III Regional COE Leads Technical Assistance**



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**Provide technical assistance to LEAs to support the development, implementation and monitoring of the Title III, Year 2 and Year 4 IPs**

- Evaluate the effectiveness of current practices
- Help Identify needs and prioritize focus areas
- Develop and implement strategies and actions that target focus area needs
- Review IPs for quality and appropriateness to identified needs



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# Title III Regional COE Leads Technical Assistance

- Monitor the LEA's IP implementation
- Provide regional training sessions for LEAs in Title III Accountability status
- Provide individual support to district and schools



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# Regional Title III COE Lead Network Serving Identified LEAs

- Region 1 – Sonoma COE (Annette Murray, ) Lake COE (Stephanie Wayment) , Mendocino (Nancy Rogers-Zegarra)
- Region 2 – Butte COE (Holly Ahmadi, Rindy DeVoll)
- Region 3 – Sacramento COE (Jan Mayer)
- Region 4 – Contra Costa COE (Charlotte Ford), San Mateo COE (Denise Giacomini) Alameda COE (Cynthia Medina)
- Region 5 – Santa Clara COE (Yee Wan, Lorena Tariba)
- Region 6 – San Joaquin COE (Olivia Sosa)
- Region 7 – Tulare COE (Laura Voshall, Laura Gonzalez)
- Region 8 – Kern COE (Elva Hennessee)
- Region 9 – San Diego COE (Antonio Mora)
- Region 10 – Riverside COE (Maritza Rodriguez, Fermin Jaramillo)
- Region 11 – LACOE (Magdalena Ruz-Gonzalez, Silvina Rubinstein)





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# Title III Accountability Requirements Contact Information

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