The background of the page features a large, faint watermark of the official seal of the California Department of Education. The seal is circular and contains the text "DEPARTMENT OF EDUCATION" at the top and "OF CALIFORNIA" at the bottom. In the center of the seal are several educational symbols: a stack of three books, a lit oil lamp (representing knowledge), a quill pen in a holder, and a pencil. A five-pointed star is also visible on the right side of the seal.

**2006-07 Title III Accountability Report
Information Guide**

July 2007

Prepared by the
Language Policy and Leadership Office
California Department of Education

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CHANGES TO THE 2006-07 ACCOUNTABILITY REPORTS

There are several important changes to the calculation and reporting of the Title III accountability results in 2006-07.

- Significant changes were made to the 2006-07 California English Language Development Test (CELDT). A new common scale was developed which spans the kindergarten through grade twelve range of the CELDT. Speaking and listening were divided into separate skill areas. New performance level cut scores were also established for each grade and proficiency level.
- Because of the scaling changes on the CELDT, there is a need to use the converted Form E scores compared with the new Form F scores in all calculations for annual measurable achievement objectives (AMAOs) in 2006-07.
- Accountability results for consortium members will be aggregated up to the consortium level in order to determine if the consortium as a whole met the AMAOs in 2006-07. This change in accountability to the consortium level was required according to guidance issued by the U.S. Department of Education.
- For the first time, Title III subgrantees that have not met AMAOs for four consecutive years will be identified.

INTRODUCTION

This guide is designed to help educators, policymakers, and interested members of the public to understand the 2006-07 Title III Accountability Reports. Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to local educational agencies (LEAs) and consortia of LEAs to implement programs designed to help English learners (ELs) and immigrant students attain English proficiency and meet the state's academic and content standards. Title III requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency
- Include a third AMAO relating to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level
- Hold direct-funded LEAs and consortia accountable for meeting the three AMAOs (NCLB Section 3122)

Title III only permits the direct funding of LEAs that qualify for a grant award of \$10,000 or more. LEAs that do not qualify for a \$10,000 grant award must form a consortium with other LEAs so that together they qualify for a grant award of at least \$10,000. Beginning with the 2006-07 school year, LEAs that are members of a consortium will no longer receive a separate Title III Accountability Report. The results for each consortium will be aggregated up to the consortium level as required by the Office of English Language Acquisition of the U.S. Department of Education. Consortia are held accountable as a group for meeting the AMAOs and for the consequences of not meeting the AMAOs.

TITLE III AMAOs

An AMAO is a performance objective, or target, that LEAs receiving Title III subgrants must meet each year for its ELs. All LEAs and consortia receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the CELDT.

Title III AMAOs for English Learners

English Language Proficiency AMAOs	Assessments
AMAO 1: Percent Making Annual Progress in Learning English	CELDT
AMAO 2: Percent Attaining English Proficiency	CELDT
Academic Achievement AMAO	
AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA or Consortia Level	CST, CAPA, CAHSEE

The third AMAO relating to meeting AYP requirements for the EL subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE).

CELDT

The CELDT is California’s state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school for all students whose home language is not English. The first administration of the CELDT is used to determine if a student is fluent English proficient or an EL. ELs are required to take the CELDT each year during the annual assessment window of July 1 to October 31 until they are reclassified as fluent English proficient (R-FEP).

The CELDT assesses listening and speaking skills in kindergarten and first grade. The test for students in grades two through twelve covers four skill areas: listening, speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas. Students are also given a comprehension scale score and a combined listening and speaking scale score but these scores are not used in the computation of the AMAOs.

CELDT Score Types

K and Grade 1	Grades 2-12
Overall Proficiency Level	Overall Proficiency Level
Skill Area Proficiency Level	Skill Area Proficiency Level
<ul style="list-style-type: none"> • Listening • Speaking 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing

There are five proficiency levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced; and four grade spans of the test (kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English language

development (ELD) standards. Beginning with Form F of the CELDT, there is a common scale for the CELDT which runs from kindergarten through grade twelve.

CELDT Proficiency Levels

Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

A student is defined as English proficient on the CELDT if both of the following are met:

English Proficient Level on CELDT

Overall proficiency level score of Early Advanced or Advanced
AND
Each skill area proficiency score at the Intermediate level or above

Students are considered for reclassification when they are at the English proficient level on the CELDT; however, scoring English proficient on the CELDT is not sufficient for reclassification. When reclassification decisions are made, information on the CST, teacher evaluation, and parent consultation are also considered.

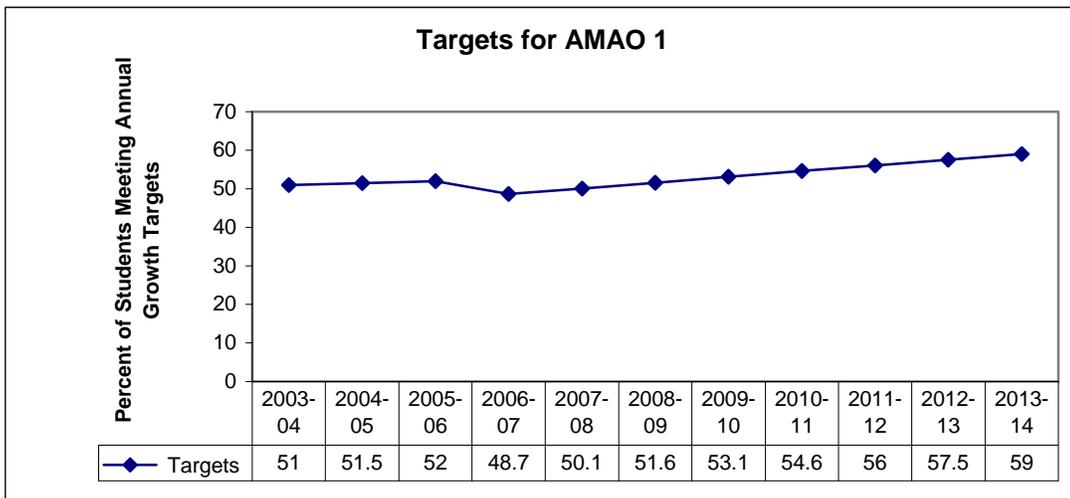
AMAO 1 - PERCENT OF STUDENTS MAKING ANNUAL PROGRESS IN LEARNING ENGLISH

AMAO 1 calculates the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on the CELDT depending upon what level they were at on the transformed Form E CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on the CELDT. Those at the English proficient level are expected to maintain that level.

Annual Growth Target on CELDT

Previous Year CELDT Overall Proficiency Score ¹	Annual Growth Target
<ul style="list-style-type: none"> Beginning Early Intermediate Intermediate 	<ul style="list-style-type: none"> Early Intermediate Overall Intermediate Overall Early Advanced Overall
<ul style="list-style-type: none"> Early Advanced or Advanced, but not at the English proficient level. One or more skill areas (reading, writing, speaking, listening) is below Intermediate. 	<ul style="list-style-type: none"> Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all skill areas need to be at the Intermediate level or above.)
<ul style="list-style-type: none"> Early Advanced or Advanced and at the English proficient level 	<ul style="list-style-type: none"> Maintain English proficient level

The percent of annual testers within each LEA that are expected to meet the annual growth target each year are shown in the figure below. The starting point for 2003-04 was set on the original CELDT using a process similar to setting the starting point for Title I AYP.² Using this process, 51 percent of students within each LEA were expected to meet the annual growth target. Based on baseline data from 2001 and 2002 CELDT results, approximately 80 percent of LEAs would meet this target. The ending target was set at the 75th percentile of the LEA distribution. The following targets were approved by the State Board of Education in September 2007.



¹ The transformed Form E score is used in determining the AMAOs in 2006-07.

² LEAs are ranked on the percentage of students who met the annual growth target. The starting point is set at the percentage of students who met the target in the LEA at the 20th percentile of the State's distribution.

AMAO 2 - PERCENT OF ELs ATTAINING ENGLISH PROFICIENCY ON CELDT

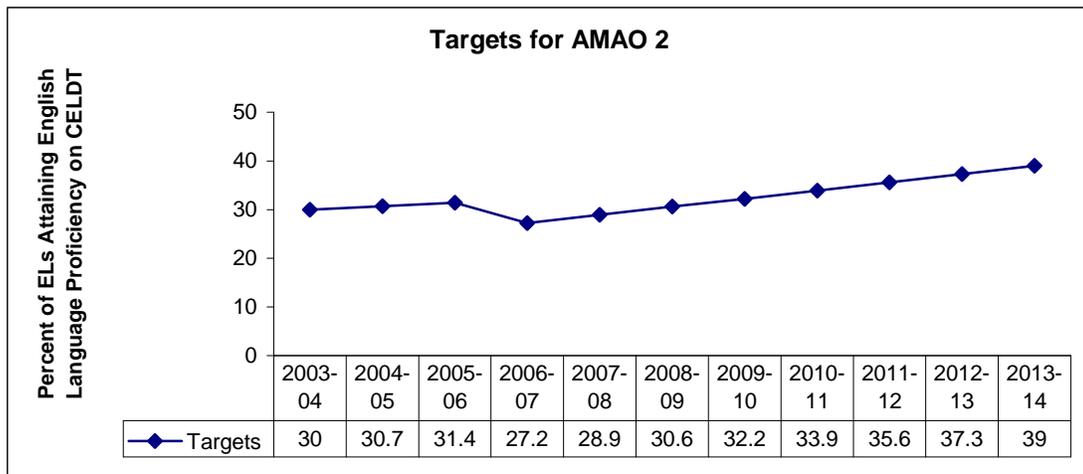
AMAO 2 measures the percent of ELs in a defined cohort, who have attained English proficiency on the CELDT at a given point in time. An EL is defined as English proficient if both of the following are met:

- Overall proficiency level is Early Advanced or Advanced.
- All skill areas (reading, writing, listening, and speaking) are at the Intermediate level or above.

The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2006 annual CELDT administration. Four groups of students are combined into the cohort for AMAO 2:

- All ELs who were at the Intermediate level the prior year (2005)
- ELs at the Early Advanced or Advanced levels overall who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate level in the prior year (2005) who were enrolled in U.S. schools before July 1, 2002
- ELs at the Beginning or Early Intermediate level in the prior year, who entered U.S. schools after June 30, 2002, and who met the English proficient level in 2006

The following targets were approved by the State Board of Education in September 2007.



AMAO 3 - MEETING AYP REQUIREMENTS FOR THE EL SUBGROUP AT THE LEA OR CONSORTIA LEVEL

AMAO 3 holds the Title III LEAs and consortia accountable for meeting targets for the EL subgroup that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics. Title III accountability is at the district level, not the school level.

2006-07 AYP Targets

Type of LEA	Targets		
	Participation Rate ELA and Mathematics	Percent Proficient ELA	Percent Proficient Mathematics
Unified Districts, County Offices of Education, High School Districts (with grades 2-8 and 9-12)	95.0%	23.0%	23.7%
Elementary Districts	95.0%	24.4%	26.5%
High School Districts (with grades 9-12)	95.0%	22.3%	20.9%
Consortia of LEAs	95.0%	23.0%	23.7%

In order to meet AMAO 3, the LEA or consortia must meet the 2007 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

The AYP calculations for the EL subgroup include R-FEP students who have not scored proficient or above on the CST in ELA for three times. Refer to the 2007 AYP Documentation on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp> for more specific information on AYP requirements at the LEA level and specific details of the EL subgroup.

CONSEQUENCES OF NOT MEETING THE 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 days of the public release of the Title III Accountability Reports. A sample parent notification letter is available in English and Spanish on the Title III Accountability Web site at <http://www.cde.ca.gov/sp/el/t3/>.

If an LEA or consortia fails to meet the AMAOs for two consecutive years (2005-06 and 2006-07), it must also:

- Develop an improvement plan addendum (IPA) that will ensure that the AMAOs are met.

The IPA shall specifically address the factors that prevented the LEA or consortia from achieving the AMAOs.

Those LEAs and consortia³ that do not meet the AMAOs for two consecutive years will be notified by the CDE and further information concerning the development of the Title III LEA IPA will be provided. The Language Policy and Leadership Office (LPLO) has developed the English Learner Subgroup Self Assessment tool to help districts assess the programmatic, teaching, and learning needs of their ELs and revise their LEA IPA to meet Goals 1 and 2 of NCLB.⁴

If the LEA fails to meet the AMAOs for four consecutive years (2003-04, 2004-05, 2005-06, 2006-07):

- The state shall require the LEA to modify its curriculum, program, and method of instruction; **or** make a determination whether the LEA shall continue to receive funds; and require the LEA to replace educational personnel relevant to the LEA's failure to meet such objectives. (NCLB Section 3122[b])

LEAs that are identified as failing to meet AMAOs for four consecutive years will be notified by the CDE of further action that needs to be taken.

APPEALS PROCESS

If a Title III LEA believes that there has been a calculation error in the computation of AMAOs 1 and 2, they may file an appeal with the LPLO.

³ 2006-07 is the first year that accountability has been aggregated to the consortium level. Beginning in 2007-08, consortiums that have not met AMAOs for two consecutive years (2006-07 and 2007-08) will be identified.

⁴ NCLB, Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-14.
NCLB, Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

Appeals of the AYP information used in AMAO 3 must be filed with the Policy and Evaluation Division at the CDE. More information on AYP appeals may be found at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

Submitting an AMAO appeal does not relieve LEAs or consortia leads of the obligation to notify parents within 30 days of the public release of the Title III Accountability Report nor to take other actions as specified.

SAMPLE TITLE III ACCOUNTABILITY REPORT



2006-07 Title III Accountability Report

California Department of Education
 Language Policy and Leadership Office
 Release Date: September 14, 2007

District: Sand Dunes Unified
 County: Zutano
 CD Code: 5912345
[Click here for school information](#)

Year: 2005-06

The Title III Accountability Report indicates the status of each local educational agency (LEA) or Consortia in meeting the three Annual Measurable Achievement Objectives (AMAOs).

AMAO 1 - Percent of Students Making Annual Progress in Learning English

Number of 2006 Annual CELDT Takers	316
Number / Percent with Required Prior CELDT Scores	296 / 94%
Number in Cohort Meeting Annual Growth Target	165
Percent Meeting AMAO 1	55.7%
2006-2007 Target	52.5%
Met Target for AMAO 1	Yes

AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2006 Annual CELDT Takers in Cohort	154
Number in Cohort Attaining English Proficient Level	68
Percent Meeting AMAO 2	44.1%
2006-2007 Target	32.1%
Met Target for AMAO 2	Yes

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup

English-Language Arts

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No

Mathematics

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No

Met Target for AMAO 3 **No**

For more details on the Title III Accountability Reports, refer to the website at (<http://www.cde.ca.gov/sp/el/t3/acct.asp>).

* If less than 85 percent of the 2006 Annual CELDT takers have the required prior CELDT scores, the results may be invalid and should be interpreted with caution. If less than 65 percent of the 2006 CELDT takers have prior year scores, no values will be printed for AMAO1 and AMAO2.

EXPLANATORY NOTES FOR THE 2006-07 TITLE III ACCOUNTABILITY REPORT

This section describes what is contained in each item of the 2006-07 Title III Accountability Report.

LEA/Consortium Lead

This line shows the name of the direct-funded LEA or the consortium lead that receives the Title III grant award. Beginning with the 2006-07 school year, LEAs that are members of a consortium will no longer receive a separate Title III Accountability Report. There will be one Title III Accountability Report for each consortium. An LEA may be a school district, county office of education (COE), or a direct-funded charter school. Direct funded charter schools that receive Title III funds will receive a Title III Accountability Report. Annual CELDT takers from direct-funded charter schools will be removed from the sponsoring district or COE.

AMAO 1-PERCENT OF STUDENTS MAKING ANNUAL PROGRESS IN LEARNING ENGLISH

AMAO 1 shows the percent of ELs in an LEA who meet the annual growth target on the CELDT.

Number of 2006 Annual CELDT Takers

This is the number of ELs who took the annual CELDT during the testing window of July 1, 2006, to October 31, 2006, and whose tests were submitted to the test contractor for scoring before the deadline for submission of annual tests. It does not include students who took their first CELDT test as an initial test taker in 2006 or the scores of ELs whose tests were submitted and scored after the annual testing deadline. ELs from direct-funded charter schools are removed from the sponsoring district or COE.

Number/ Percent with Required Prior CELDT Scores

This is the number and the percent of 2006 annual CELDT takers who have the required prior year CELDT scores needed to compute the AMAOs.

In order to calculate the AMAOs, the following data elements are needed:

- A prior year overall proficiency level score. For 2006-07, this must be a transformed Form E overall proficiency level score.
- If the Form F or transformed Form E overall proficiency score is at the Early Advanced or Advanced proficiency level and the student is in grade two or above when tested, the proficiency level scores for the skill areas of listening, speaking, reading, and writing are required to determine if the student is at the English proficient level for the AMAOs.

If less than 65 percent of 2006 annual CELDT testers have the required prior CELDT scores, the results will not be considered valid and no values will be reported for AMAO 1 and AMAO 2. In cases where no values are reported, the LEA or consortia will be treated as if it did not meet AMAOs 1 and 2.

If the percent of annual CELDT testers with prior year scores is between 65 and 85 percent, the results will be flagged and need to be interpreted with caution. In these LEAs and consortia, the results may have been different if a greater proportion of annual testers had been included in the calculations. For Title III accountability purposes, the CDE expects that a minimum of 85 percent of annual testers will have valid prior year scores. State and federal law require all ELs be tested annually on the CELDT.

Number Meeting Annual Growth Target

This is the number of ELs in the AMAO 1 cohort who meet the annual growth target.

Percent Meeting AMAO 1

This is the percent of ELs in the AMAO 1 cohort in this LEA who meet the annual growth target. It is derived as follows:

$$\text{Percent meeting AMAO 1} = \frac{\text{Number in cohort meeting annual growth target}}{\text{Number with required prior CELDT scores}}$$

2006-07 Target

This is the 2006-07 target for AMAO 1 for all Title III LEAs and consortia. It specifies the percent of ELs in the AMAO 1 cohort must meet or exceed their annual growth target.

Met Target for AMAO 1

There are two possible entries for meeting the target:

- Yes - LEA met the target for AMAO 1.
- No - LEA did not meet the target for AMAO 1.

AMA0 2 - PERCENT OF STUDENTS ATTAINING ENGLISH PROFICIENCY ON CELDT

AMA0 2 measures the percent of ELs in a defined cohort, who have attained English proficiency on the CELDT at a given point in time.

Number of 2006 Annual CELDT Takers in the Cohort

The cohort for AMA0 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2006 annual CELDT administration. Four groups of students are combined into the cohort for AMA0 2:

- All ELs who were at the Intermediate level the prior year (2005)

- ELs at the Early Advanced or Advanced levels overall who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate level in the prior year (2005) who were enrolled in U.S. schools before July 1, 2002
- ELs at the Beginning or Early Intermediate level in the prior year, who entered U.S. schools after June 30, 2002, and who met the English proficient level in 2006

Number in Cohort Attaining English Proficient Level

This is the number of ELs in the AMAO 2 cohort that reached the English proficient level in 2006.

Percent Meeting AMAO 2

This is the percent of ELs in the AMAO 2 cohort for this LEA that reached the English proficient level in 2006.

Percent meeting AMAO 2 = $\frac{\text{Number in cohort attaining English proficient level}}{\text{Number of annual CELDT takers in the cohort}}$

2006-07 Target

This is the 2006-07 target for all Title III LEAs on AMAO 2. It specifies the percent of the cohort for AMAO 2 must meet the English proficient level at the time the 2006 annual CELDT is administered.

Met Target for AMAO 2

There are two possible values for meeting the target:

- Yes - LEA or consortia met the target for AMAO 2.
- No - LEA or consortia did not meet the target for AMAO 2.

AMAO 3 - AYP FOR ENGLISH LEARNER SUBGROUP AT THE LEA LEVEL

AMAO 3 measures whether the LEA's EL subgroup met the 2007 AYP participation rate and percent proficient requirements. For AMAO 3, there is a mobility exclusion for AYP calculations. Only students who are continuously enrolled in the LEA from the prior California Basic Educational Data System data collection date to the test date are counted in the AYP calculation for the LEA. In addition, ELs who are in their first year in a U.S. school are not included in the percent proficient calculation for the LEA. However, these students are included in the participation rate calculation.

Refer to the Information Guide for AYP on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay> for more specific information about the calculation of AYP data.

ENGLISH-LANGUAGE ARTS

Met 2007 AYP Participation Rate for the EL Subgroup

There are three possible values:

- Yes - LEA met the participation rate for the EL subgroup.
- No - LEA did not meet the participation rate for the EL subgroup.
- -- - LEA did not meet the minimum group size for the EL subgroup and no value is reported.

Met 2007 AYP Percent Proficient or Above for the EL Subgroup

There are three possible values:

- Yes - LEA met the participation rate for the EL subgroup.
- No - LEA did not meet the participation rate for the EL subgroup.
- -- - LEA did not meet the minimum group size for the EL subgroup and no value is reported.

MATHEMATICS

Met 2007 AYP Participation Rate for the EL Subgroup

There are three possible values:

- Yes - LEA met the participation rate for the EL subgroup.
- No - LEA did not meet the participation rate for the EL subgroup.
- -- - LEA did not meet the minimum group size for the EL subgroup and no value is reported.

Met 2007 AYP Percent Proficient or Above for the ELs

There are three possible values:

- Yes - LEA met the participation rate for the EL subgroup.
- No - LEA did not meet the participation rate for the EL subgroup.
- -- - LEA did not meet the minimum group size for the EL subgroup and no value is reported.

Met Target for AMAO 3

- Yes - LEA or consortia received either a Yes, or they did not meet the minimum group size and no value was reported for all four components of AMAO 3.
- No - LEA or consortia did not meet one or more of the four components of AMAO 3.

Appendix A

Definition of AMAO 2 Cohort

CELDT Overall Proficiency Level In Prior Year (2005)

