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, there is a depiction of a sun rising over a stack of books, a quill pen in a vase, and a scroll. A five-pointed star is also visible within the seal's border.

**2010–11
Title III Accountability Report
Information Guide**

July 2011

Prepared by the
Assessment and Accountability Division
California Department of Education
Available online at: <http://www.cde.ca.gov/ta/ac/t3/>

Table of Contents

	Page
I. Preface	1
II. Key changes to the 2010–11 Title III Accountability Report	1
III. Background	2
IV. Title III Accountability Requirements	3
CELDT	3
English Proficient Level on the CELDT	3
AMAOs	4
V. Consequences of Not Meeting the AMAOs	4
VI. Appeals Process	5
VII. Calculating AMAOs	6
AMAO 1 – Percentage of ELs Making Annual Progress in Learning English.....	6
Targets for AMAO 1	8
AMAO 2 – Percentage of ELs Attaining English Proficient Level	8
Targets for AMAO 2.....	10
AMAO 3 – Meeting AYP Requirements for the EL Subgroup	11
VIII. Sample 2010–11 Title III Accountability Report	13
IX. Contact Information and Internet Resources	15
Appendix A – Confidence Intervals for LEAs or Consortia with Fewer than 30 Students in One or More Cohorts for AMAO 1 or AMAO 2	16
Appendix B – Glossary of Terms and Acronyms	17

I. Preface

The *2010–11 Title III Accountability Report Information Guide* is designed to help educators, policymakers, and interested members of the public understand the 2010–11 Title III Accountability Reports produced annually by the California Department of Education (CDE). This guide provides an overview of Title III accountability requirements with explanatory notes for the 2010–11 Accountability Report.

II. Key Changes to the 2010–11 Title III Accountability Report

The targets for the three annual measurable achievement objectives (AMAOs) required under Title III Accountability have increased in 2010–11 per the requirements of the Elementary and Secondary Education Act (ESEA). These targets will continue to increase annually until 2013–14.

AMAOs Targets Increase for 2010–11

AMAO 1 – Making annual progress in learning English

- The required percentage of English Learners (ELs) making annual progress in learning English is **54.6** percent.

AMAO 2 – Attaining English proficient level on the California English Language Development Test (CELDT)

- The required percentage of ELs who have been in language instruction educational programs for **less than five years** attaining English proficient level is **18.7** percent.
- The required percentage of ELs who have been in language instruction educational programs **five years or more** attaining English proficient level is **43.2** percent.

AMAO 3 – Meeting AYP requirements for the EL subgroup

Type of LEA	Participation Rate	Percent Proficient English-language arts (ELA)	Percent Proficient Mathematics
Unified districts and county offices of education (Grades 2–12)	95.0%	67.0%	67.3%
Elementary districts, charter elementary schools, and charter middle schools	95.0%	67.6%	68.5%
High school districts and charter high schools (Grades 9–12)	95.0%	66.7%	66.1%
Title III consortia	95.0%	67.0%	67.3%

III. Background

Title III of the ESEA requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two AMAOs for increasing the percentage of EL students making progress in learning English and attaining English proficiency
- Include a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup
- Hold Title III-funded local educational agencies (LEAs) and consortia accountable for meeting the three AMAOs

Title III of the ESEA provides supplemental funding to LEAs and consortia of LEAs to implement programs designed to help EL and immigrant students attain English proficiency and meet the state’s academic and content standards. LEAs must qualify for a grant award of \$10,000 or more, based on the number of students receiving EL services. LEAs that do not qualify for a minimum \$10,000 grant award may form a consortium with other LEAs so that together they qualify for a grant award of at least \$10,000.

The CDE prepares annual Title III Accountability Reports for each direct-funded LEA or consortium receiving Title III funds. The results for all consortium members are aggregated up to the consortium level.

IV. Title III Accountability Requirements

CELDT

The CELDT is California's state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initial enrollment in a public school to all students whose home language is not English. The first administration of the CELDT is used to determine if a student is initially fluent English proficient (IFEP) or an EL.

Once identified, all ELs are required to take the CELDT each year during the annual assessment (AA) window of July 1 to October 31, until they are reclassified as fluent English proficient (RFEP). Throughout this guide, the 2010–11 Annual CELDT refers to the CELDT administered during the AA window of July 1 through October 31, 2010.

The CELDT assesses English proficiency in four domains for students in kindergarten through grade twelve (K–12): listening, speaking, reading, and writing. Students receive an overall performance level scale score and performance level scale scores for each of the four domains tested. There are five performance levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The test has five grade-specific forms: K–1; grade two; grades three through five; grades six through eight; and grades nine through twelve. Each form of the test includes content tailored to the appropriate grade levels and aligned with the California English language development (ELD) standards. Beginning with the 2006–07 Edition of the CELDT, there is a common scale for the CELDT from K–12.

English Proficient Level on the CELDT

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

- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level scores of Intermediate or above
 - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
 - For grades two through twelve, all four domains need to be at the Intermediate level or above

Students are considered eligible for reclassification when they achieve the English proficient level on the CELDT. However, scoring at the English proficient level on the CELDT is not sufficient for reclassification. When reclassification decisions are made, state law requires that LEAs use multiple criteria, including academic performance in basic skills, teacher evaluations, and parent consultation.

AMAOs

An AMAO is a performance objective, or target, that Title III subgrantees must meet each year for their EL populations. All LEAs and consortia receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAOs, as well as a third academic achievement AMAO based on AYP information.

Title III AMAOs

AMAO	Assessment
AMAO 1: Percent of ELs Making Annual Progress in Learning English	CELDT
AMAO 2: Percent of ELs Attaining the English Proficient Level	CELDT
AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA or Consortium Level	CST, CMA, CAPA, CAHSEE

AMAOs 1 and 2 are calculated based on AA CELDT data. AMAO 3 is based on meeting AYP requirements for the EL subgroup. AYP is based on data from the California Standards Test (CST), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and/or the California High School Exit Examination (CAHSEE). For more information on AYP requirements, go to the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

V. Consequences of Not Meeting the AMAOs

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

- Inform the parents of all ELs in the LEA or the consortium, 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. A sample parent notification letter is available in English and Spanish on the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/lepparent.asp>.

If a Title III-funded LEA or consortium does not meet one or more of the three AMAOs for two consecutive years (2009–10 and 2010–11), it must also:

- Develop an improvement plan that will ensure that all AMAOs are met

The improvement plan shall specifically address the factors that prevented the LEA or consortium from achieving the AMAO targets. More information on the improvement plan may be found at the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/lepparent.asp>.

If an LEA or consortium does not meet one or more of the three AMAOs for four consecutive years (2007–08, 2008–09, 2009–10, and 2010–11):

- The state shall require the LEA or consortium to modify its curriculum, program, and method of instruction

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

VI. Appeals Process

Submitting an appeal does not relieve LEAs or consortia leads of the obligation to notify parents within 30 calendar days of the public release of the Title III Accountability Reports or to take other actions as specified.

AMAOs 1 and 2

If a Title III LEA or consortium believes that there has been a calculation error in the computation of AMAOs 1 and 2, they should contact the CDE CELDT and Title III Accountability Office of the Assessment and Accountability Division (AAD) regarding an appeal.

AMA O 3

Appeals of the AYP information used in AMAO 3 must be filed using the AYP appeals process. More information on AYP appeals may be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

VII. Calculating the AMAOs

ELs from direct-funded charter schools are removed from the results of the sponsoring district or county office of education because these charter schools apply for Title III funding as independent LEAs.

AMAO 1 – Percentage of ELs Making Annual Progress in Learning English

AMAO 1 measures the percentage of ELs in an LEA or consortium who met the annual growth target on the CELDT. To calculate AMAO 1, two data elements are needed:

1. Number of 2010 Annual CELDT Takers

This is the number of 2010 annual CELDT takers who took the CELDT during the AA window of July 1 through October 31, 2010, and whose answer documents were processed before December 31, 2010. This includes some ELs who have a test purpose code of AA outside of the window. It does not include initial test takers.

2. Number with Required Prior CELDT Scores

This is the number of 2010 annual CELDT takers who have the required prior year CELDT scores needed to compute AMAO 1. The following elements are required:

- The most recent previous CELDT scores. The most recent previous CELDT scores may be from a year other than the immediately preceding year. However, no results prior to 2006–07 may be used, as earlier CELDT editions are not comparable due to changes to the performance levels and the formation of the common scale. For some students, the prior year CELDT scores will be based on an initial assessment (IA) that was administered at the time the student first enrolled in a California public school.
- If the most recent previous overall performance level is at the Early Advanced or Advanced level and the student was in grade two through grade twelve when tested, the performance level scores for the domains of listening, speaking, reading, and writing are required to determine if the student was at the English proficient level on the CELDT. If the student was in kindergarten or first grade, the domain scores for listening and speaking are needed.
- The student's grade during the most recent previous CELDT administration.

Percentage with Required Prior CELDT Scores

Each LEA or consortium has to meet the required percentage of previous year CELDT scores for AMAO 1 calculations. If the percentage of 2010 annual CELDT takers with required previous year scores is between 65 and 85 percent, the results should be interpreted with caution. In these LEAs and consortia, the results may have been different if a greater proportion of annual CELDT takers had been included in the calculations. If fewer than 65 percent of 2010 annual CELDT takers have the required prior CELDT scores, no values will be reported for AMAO 1, and the LEA or consortium is considered to have not met the AMAO 1 target.

Annual Growth Target on CELDT

The annual growth target is dependent upon the overall performance level on the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve the English proficient level on the CELDT in the following year. ELs at the English proficient level are expected to maintain that level.

Most Recent Previous CELDT Overall Performance Level	Annual Growth Target
Beginning	Early Intermediate Overall
Early Intermediate	Intermediate Overall
Intermediate	Early Advanced Overall
Early Advanced or Advanced, but not at the English proficient level. One or more domains is below Intermediate (listening or speaking domains for K–1; listening, speaking, reading, or writing for grades 2–12)	Achieve the English proficient level. (Overall proficiency level needs to remain at the Early Advanced or Advanced level, and all domains need to be at the Intermediate level or above. In K–1, just the listening and speaking domains need to be at the Intermediate level.)
Early Advanced or Advanced, and at the English proficient level	Maintain English proficient level

Percentage of ELs Making Annual Progress in Learning English

To determine the percentage of ELs making annual progress in learning English (AMAO 1) in an LEA or consortium, the following formula is used:

$$\frac{\text{Number meeting annual growth target}}{\text{Number with required prior CELDT scores}}$$

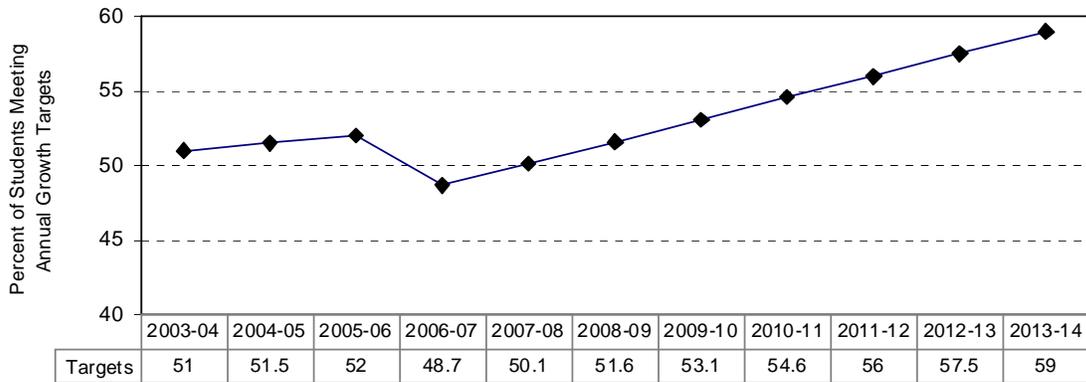
The final result is displayed to the tenths decimal place with the following rounding rule:

- If the hundredths decimal place is five or more, the tenths decimal place is increased by one.

The percentage of AA CELDT takers within each LEA or consortium that are expected to meet the annual growth target each year are shown in Figure 1. In September 2007, the State Board of Education (SBE) approved new targets for 2006–07 to 2013–14 that were aligned to the new CELDT performance level cut scores and the new common scale.

Targets for AMAO 1

Figure 1. Targets for AMAO 1



There are three possible values for meeting the AMAO 1 target:

Value	Explanation
Yes	Met the target for AMAO 1.
Yes*	Met the target for AMAO 1 through the application of a confidence interval. The confidence interval table in Appendix A is used if there are less than 30 students with the required prior year data and the percentage with the required prior year data is greater than 65.
No	Did not meet the target for AMAO 1.

AMAO 2 – Percentage of ELs Attaining the English Proficient Level

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. AMAO 2 calculations include initial CELDT takers tested during the AA window if they are classified as EL. Initial CELDT takers who score at the English proficient level on the CELDT are considered IFEP and are not included in

AMAO 2 calculations. All annual CELDT takers are also included in AMAO 2 calculations.¹

Two cohorts are established for AMAO 2 to determine the percentage of ELs attaining the English proficient level on the CELDT:

1. Less Than Five Years Cohort

This cohort contains all ELs who have been in language instruction educational programs for less than five years.² If there are fewer than 30 students in this cohort, the confidence interval table in Appendix A will be used to determine if the target is met.

2. Five Years or More Cohort

This cohort contains all ELs who have been in language instruction educational programs for five years or more. If there are fewer than 30 students in this cohort, the confidence interval table in Appendix A will be used to determine if the target is met.

The time in a language instruction educational program is determined by subtracting the date first enrolled in a U.S. school from the date CELDT testing was completed. The following rules apply to missing data:

- If the date first enrolled in a U.S. school is missing, the value that corresponds to the student having been in U.S. schools since kindergarten is assigned.
- If an EL is missing the date the CELDT was completed, September 1, 2010 will be used, which corresponds to the mid-point of the CELDT AA window.

Number in Cohort Attaining the English Proficient Level

This is the number of ELs in each cohort who attained the English proficient level on the CELDT during the AA window. For more information on the definition of the English proficient level, see page 3.

Percentage of ELs Attaining the English Proficient Level on the CELDT

To determine the percentage of ELs in each cohort who attained the English proficient level on the CELDT during the AA window, the following formula is used:

¹ In California, a student's first administration of the CELDT is the IA. This assessment is administered prior to or within 30 calendar days of enrolling in a California public school and is used to determine if the student is classified as EL or IFEP.

² As defined by Title III, language instruction educational programs encompass the full range of services and programs delivered to ELs, including ELD, structured English immersion, specially designed academic instruction in English, and alternative programs. The time in language instruction educational programs assumes that all students are receiving specialized EL services as is required by state and federal law as soon as they enroll in a U.S. school.

$$\frac{\text{Number in cohort attaining English proficient level}}{\text{Number of EIs in cohort}}$$

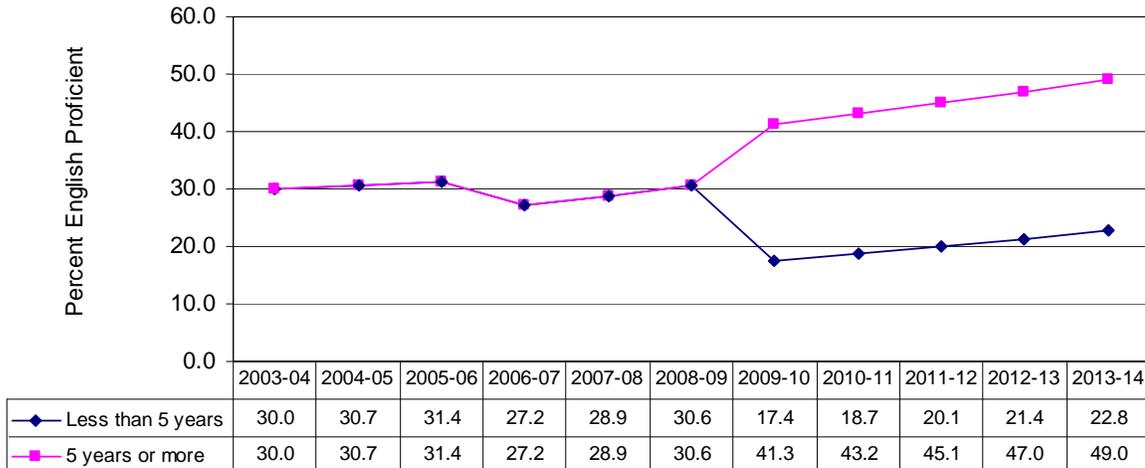
The final result is displayed to the tenths decimal place with the following rounding rule:

- If the hundredths decimal place is five or more, the tenths decimal place is increased by one.

Targets for AMAO 2

In May 2010, the SBE approved new targets for AMAO 2 for 2009–10 to 2013–14. Title III subgrantees need to meet the targets for both cohorts in order to meet AMAO 2. Figure 2 presents the targets for the two cohorts.

Figure 2. Targets for AMAO 2



Cohort Met Target

This identifies whether the LEA or consortium met the target for each AMAO 2 cohort. There are three possible values for meeting the target:

Value	Explanation
Yes	Met the target for AMAO 2.
Yes*	Met the target for AMAO 2 through the application of a confidence interval. The confidence interval table in Appendix A is used if there are fewer than 30 students in the cohort.
No	Did not meet the target for AMAO 2.

AMAO 3 – Meeting AYP Requirements for the EL Subgroup

AMAO 3 holds Title III-funded LEAs and consortia accountable for meeting the academic achievement targets in ELA and mathematics for the EL subgroup that are required of all LEAs, schools, and subgroups under ESEA. Refer to the *2011 Adequate Yearly Progress Report Information Guide* that will be posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> in the fall of 2011 for more specific information about the calculation of AYP.

2010–11 AYP Targets for the EL Subgroup

Type of School	Requirement 1 Participation Rate	Requirement 2 Percent Proficient
Unified School Districts County Offices of Education (Grades 2–8 and 9–12)	ELA: 95.0% Math: 95.0% (rounded to nearest whole number)	ELA: 85.0% Math: 85.0%
Elementary Districts Charter Elementary Schools Charter Middle Schools	ELA: 95.0% Math: 95.0% (rounded to nearest whole number)	ELA: 85.0% Math: 85.0%
High Schools Districts Charter High Schools (Grades 9–12)	ELA: 95.0% Math: 95.0% (rounded to nearest whole number)	ELA: 85.0% Math: 85.0%

In order to meet AMAO 3, LEAs or consortia must meet the 2011 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

The AYP calculations for the EL subgroup include RFEP students who have not scored proficient or above on the CST in ELA three times after being reclassified. Refer to the *2011 Adequate Yearly Progress Report Information Guide* that will be posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> in the fall of 2011. This guide provides specific information on AYP requirements at the LEA level and details regarding the EL subgroup.

There are three possible values for meeting each of the AMAO 3 targets:

Value	Explanation
Yes	Met the participation rate / percent proficient for the EL subgroup.
No	Did not meet the participation rate / percent proficient for the EL subgroup.
--	Did not meet the minimum group size for the EL subgroup and no value is reported.

Met Target for AMAO 3

There are two possible values for meeting the AMAO 3 target:

Value	Explanation
Yes	Met all four components of AMAO 3. If the LEA or consortium did not meet the minimum group size and no values were reported, they will be considered to have met the AMAO 3 target.
No	Did not meet one or more of the four components of AMAO 3.

Met All AMAO Criteria

This identifies whether the LEA or consortium met all three AMAO targets. There are two possible values for met all AMAO criteria:

Value	Explanation
Yes	Met all three AMAOs (AMAO 1, AMAO 2, and AMAO 3).
No	Did not meet one or more of the three AMAOs.

Number of Consecutive Years Not Meeting AMAOs

This identifies the number of consecutive years not meeting AMAOs. The value will range from 0 to 8 years. LEAs or consortia that met all three AMAOs in 2010–11 will receive a value of 0. LEAs or consortia that did not meet all three AMAOs in 2009–10 and 2010–11 will receive a value of 2. An LEA or consortium would receive a value of 8 if they did not meet all three AMAOs for each year from 2003–04 to 2010–11.

Sample 2010–11 Title III Accountability Report Local Educational Agency (LEA) Data

Release Date: September 1, 2011
LEA: Sand Dunes Unified
County: Ocean
CDS Code: 75-12345-0000000

[School-level Data](#)

[DataQuest Help](#)

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2010-11 Annual CELDT Takers	10,312
Number with Required Prior CELDT Scores	9,160
Percentage with Required Prior CELDT Scores	88.8%
Number in Cohort Meeting Annual Growth Target	5,126
Percentage Meeting AMAO 1 in LEA	56.0%
2010-11 Target	54.6%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2010-11 English Learners in Cohort	7,306
Number in Cohort Attaining the English Proficient Level	1,400
Percentage in Cohort Attaining the English Proficient Level	19.2%
2010-11 Target	18.7%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2010-11 English Learners in Cohort	3,793
Number in Cohort Attaining the English Proficient Level	2,157
Percentage in Cohort Attaining the English Proficient Level	56.9%
2010-11 Target	43.2%
Cohort Met Target	Yes

Met Targets for AMAO 2 **Yes**

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Mathematics

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Met Targets for AMAO 3 **Yes**

Met All AMAO Criteria

Met all AMAOs **Yes**

Number of Consecutive Years Not Meeting AMAOs

Number of Years **0**

Note: If less than 65 percent of the 2010 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet the AMAO 1 target.

Yes* – Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort).

For more information on Title III accountability, refer to the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

IX. Contact Information and Internet Resources

Accountability and AMAO Requirements Under the Federal Title III of the ESEA

Web site: <http://www.cde.ca.gov/sp/el/t3/>

Academic Accountability and Psychometrics Team (AYP Report)

Telephone: 916-319-0863

E-mail: aau@cde.ca.gov

Web site: <http://www.cde.ca.gov/ta/ac/ay/>

CELDT and Title III Accountability Office

Telephone: 916-319-0784

CELDT e-mail: celdt@cde.ca.gov

CELDT Web site: <http://www.cde.ca.gov/ta/tg/el/>

Title III Accountability e-mail: amao@cde.ca.gov

Title III Accountability Web site: <http://www.cde.ca.gov/ta/ac/t3/>

DataQuest:

CELDT Summary Results and CELDT Criterion Reports Title III Accountability Data Reports

Web site: <http://dq.cde.ca.gov/dataquest>

Federal Title III Requirements

Web site: <http://www.ed.gov/about/offices/list/oese/legislation.html> (Outside Source)

Language Policy and Leadership Office

Telephone: 916-319-0845

Web site: <http://www.cde.ca.gov/sp/el/>

Appendix A
Confidence Intervals for LEAs or Consortia with Fewer than 30 Students
in One or More Cohorts for AMAO 1 or AMAO 2

To use the table, determine the number of scores in the cohort then look under the appropriate column to determine the number in the cohort that is required to meet the target.

Number of Scores in Cohort	AMAO 1	AMAO 2 – Less than 5 Years	AMAO 2 – 5 Years or More
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	1	0	0
7	1	0	0
8	1	0	0
9	2	0	1
10	2	0	1
11	2	0	1
12	3	0	1
13	3	0	2
14	3	0	2
15	4	0	2
16	4	0	3
17	5	0	3
18	5	0	3
19	5	0	3
20	6	1	4
21	6	1	4
22	7	1	4
23	7	1	5
24	7	1	5
25	8	1	5
26	8	1	6
27	9	1	6
28	9	1	6
29	10	2	7

Appendix B

Glossary of Terms and Acronyms

Annual Assessment (AA)	The California English Language Development Test (CELDT) is given once each year to English learners (ELs) as an annual assessment (AA) of their progress toward English language proficiency. AA data are included in AMAO calculations.
Adequate Yearly Progress (AYP)	Adequate Yearly Progress (AYP) is the federal accountability measure with a series of annual academic performance targets established for local educational agencies (LEAs) and the state. Under Title III of the Elementary and Secondary Education Act (ESEA), LEAs are required to meet or exceed requirements within two areas of the English learner subgroup in order to meet AYP annually: Participation Rate and Percent Proficient for English-language arts and mathematics.
Annual Measurable Achievement Objectives (AMAOs)	<p>Title III of the ESEA sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet. The first AMAO (AMAO 1) relates to making annual progress on the CELDT, the second (AMAO 2) relates to attaining English proficiency on the CELDT, and the third AMAO (AMAO 3) relates to meeting AYP by the English Learner subgroup at the LEA level.</p> <p>AMAOs 1 and 2 are based on CELDT results. AMAO 3 is based on data from the California Standards Test, the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and/or the California High School Exit Examination.</p>
California English Language Development Test (CELDT)	The CELDT is the state test of English language proficiency that local educational agencies in California are required to administer to newly enrolled students whose primary home language is not English and to students who are ELs as an AA (<i>Education Code</i> Section 313 and Title 5, <i>California Code of Regulations</i> , Section 11510). CELDT results are included in AMAOs 1 and 2 calculations.

CELDT Common Scale The CELDT was rescaled in 2006 to allow for the comparison of a student's scale score on each domain (listening, speaking, reading, and writing) going forward from 2006–07. A student's scale score on the new common scale can be compared to prior year's performance level and scale score to measure the annual growth of learning English.

Consortium To be eligible for a direct-funded LEP student subgrant, LEAs must be scheduled to receive a subgrant of \$10,000 or more. If an LEA is projected to receive a LEP student subgrant of less than \$10,000, the LEA must enter into an agreement to form and/or join a consortium in which the total amount of the subgrants of members of the consortium collectively total \$10,000 or more. In the case of a consortium of LEAs, only the lead LEA is the grantee. (Title III, Section 3114).

The accountability data for the consortium lead and the consortium members are aggregated up to the consortium level to determine if the AMAOs have been met for the consortium as a whole.

Domains The CELDT assesses four domains in kindergarten through grade twelve: listening, speaking, reading, and writing.

Elementary and Secondary Education Act (ESEA) Title III of the ESEA requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient. Title III sets AMAO targets that school district receiving Title III funds must meet.

English Language Development (ELD) Standards The English Language Development (ELD) standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.

English Learner (EL) English learners are students with a primary language other than English who are not yet proficient in English.

English Proficient Level

The criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for each domain (listening, speaking, reading, and writing).

For Kindergarten and grade one, the criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for the domains of listening and speaking.

Initial Assessment (IA)

The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment of English language fluency. AMAO 2 calculations include initial CELDT takers tested during the AA window if they are classified as EL.

Initial Fluent English Proficient (IFEP)

IFEP students are students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the school district criterion for English language proficiency (i.e., those students who were initially identified as fluent in English). IFEP students are not included in AMAO calculations.

Local Educational Agency (LEA)

An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. For Title III Accountability, LEAs include school districts, county offices of education, direct-funded charter schools, and consortium leads.

Reclassified Fluent English Proficient (RFEP)

RFEP students are students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English language proficiency are determined to be fluent English Proficient. RFEP students are not included in AMAO calculations.