



2013–14 Accountability Progress Reporting System

2013–14 Title III Accountability Report Information Guide

September 2014

Prepared by the
California Department of Education

Available online at
<http://www.cde.ca.gov/ta/ac/t3/>

Summary of the changes to the 2013–14 Title III Accountability Reports Information Guide

The California Department of Education released the updated 2013–14 Title III Accountability Information Guide in September 2014. The changes from the July 2014 release are as follows:

- Update to annual measurable achievement objectives (AMAOs) 1 and 2 target structure (pages 3 and 13)
- Clarification to high school local educational agencies determination criteria (page 3)
- Change to graduation rate criteria for 2014 adequate yearly progress determination (pages 11, and 15)
- Addition of Special Conditions and AYP Year to AMAO 3 reporting (pages 16–17, 20, 38, 42–43)

Please contact the AMAO team by phone at 916-323-3071 or by e-mail at amao@cde.ca.gov for questions.

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Preface

This information guide provides technical information about the 2013–14 Title III Accountability reports. It is intended for accountability coordinators at local educational agencies (LEAs) to use in administering their academic accountability programs to meet the requirements of the Elementary and Secondary Education Act (ESEA).

The California Department of Education (CDE) provides Title III Accountability reports in conjunction with its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about the state, LEAs, schools (including charter schools), and numerically significant student groups.

2013–14 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (Elementary and Secondary Education Act)
<ul style="list-style-type: none"> ■ No 2014 Base Academic Performance Index (API) Reports ■ No 2015 Growth API Reports <p>Please visit CDE Web page http://www.cde.ca.gov/ta/ac/ap/ For further information</p>	<ul style="list-style-type: none"> ■ 2014 Adequate Yearly Progress (AYP) for high school LEAs only ■ 2014–15 Program Improvement (PI) Reports (release September 2014) ■ 2013–14 Complete Title III Accountability Reports (release September 2014)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator’s responsibilities in applying accountability requirements to an LEA or school. The guide should be used in conjunction with academic accountability information provided through the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/> and from e-mail and correspondence disseminated by the CDE to accountability coordinators. For information about being included on the CDE accountability coordinators listing, please visit the Accountability Listserv Web page at <http://www.accountabilityinfo.org/> or contact the Academic Accountability Unit (AAU) by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov. This guide is produced by the CDE’s Data Visualization and Reporting Office (DVRO) in the Analysis, Measurement, and Accountability Reporting Division (AMARD). Questions about Title III calculations and policy should be addressed to the DVRO by phone at 916-323-3071 or by e-mail at amao@cde.ca.gov.

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Key Changes to the 2013–14 Title III Accountability Reports

Use of the California Longitudinal Pupil Achievement Data System (CALPADS) for Demographic Data

Starting with the 2013–14 accountability reporting cycle, the following demographic data will be taken from the CALPADS Operational Data Store (ODS) to process the Title III Accountability reports:

- Student Birth Date
- Student Initial U.S. School Enrollment Date

In prior years, these data were obtained from the California English Language Development Test (CELDT) answer book. During the 2014 data review module (DRM), the CDE provided the first CELDT/CALPADS comparison data file for LEAs to identify student records that needed to be updated and/or corrected in the CALPADS ODS or in the CELDT DRM. In May 2014, the CDE released the updated CELDT/CALPADS comparison data file for LEAs to correct any remaining student records in the CALPADS ODS. The corrected data from the CALPADS fields listed above are used to generate the 2013–14 Title III Accountability reports.

Changes to Annual Measurable Achievement Objective (AMAO) 3 Reporting

On March 7, 2014, the U.S. Department of Education (ED) approved California’s testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended. Specifically, a one year waiver was granted that allows flexibility in making AYP determinations for schools and local educational agencies (LEAs) participating in the Smarter Balanced field test. Due to the waiver, the 2013–14 Title III Accountability reports will display AMAO 3 results based on 2013 AYP Annual Measurable Objectives (AMOs) for the English learner (EL) student group for the following types of Title III-funded LEAs:

- Elementary, middle, and unified school districts
- Direct-funded charter schools serving a combination of elementary, middle, and high school students
- Consortia comprised of LEAs and/or direct-funded charter schools serving elementary, middle, and high school students

California will continue to calculate 2014 AYP for the EL student group solely for “high school” LEAs, and consortia comprised solely of “high school” LEAs. The term “high school” as it applies to LEAs (both school districts and direct-funded charter schools) generally refers to a school or an LEA that had enrollment only in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. However, there are exceptions where a “high school” (HS) LEA that includes students enrolled in grades kindergarten through eight (K–8) has a 2014 AYP. For details regarding the criteria used to identify schools and LEAs as “HSs” and “HS” LEAs please see page 23 of the *2014 AYP Report Information Guide* (the AYP Guide) at <http://www.cde.ca.gov/ta/ac/ay/>. Throughout the *2013–14 Title III Accountability Report Information Guide*, all references to “HS” LEAs including “HS” direct-funded charters are defined by the criteria found on page 23 of the AYP Guide. The 2013–14 Title III Accountability reports will display AMAO 3 results, based on 2014 AYP AMOs for the EL student group, for the following types of Title III-funded LEAs and consortia:

- HS LEAs including HS direct-funded charters
- Consortia comprised solely of HS LEAs including HS direct-funded charters

In most circumstances, the 2013–14 Title III Accountability AMAO 3 results for LEAs not falling into either of the above categories are based on 2013 AYP AMOs for the EL student group. The 2013–14 Title III Accountability Reports have been modified to include a new field “AYP Year” to show which year of AYP data was used to make AMAO 3 determinations. See page 17 for more information on the “AYP Year” field.

In addition to the changes to AMAO 3 reporting, 2013–14 Title III Accountability Year Status Determinations based on AMAOs 1, 2, and 3 have been impacted by the determination waiver, leading to several special conditions. A new field “Special Conditions” has been added to the 2013–14 Title III Accountability Reports to show which LEAs have been impacted by these special conditions. See pages 16–17 for more information on the new 2013–14 Title III Report fields “Special Conditions” and “AYP Year.” See Appendix A on page 35 for more information about changes to 2013–14 Title III Accountability Year Status Determinations.

Updates to Title III AMAOs 1 and 2 Target Structure

On September 3, 2014, the State Board of Education approved the use of the same annual percentage growth interval to extend the current AMAO 1 and 2 target structure for two additional years (2014–15 and 2015–16). See page 13 for the updated AMAOs 1 and 2 target charts. The targets for the three AMAOs required under Title III accountability for LEAs and consortia increase in 2013–14 per Title III requirements of the ESEA. The changes for 2013–14 include the following:

AMAO 1 – Making annual progress in learning English

- The required percentage of ELs making annual progress in learning English is **59** percent.

AMAO 2 – Attaining English proficient level on the CELDT

- The required percentage of ELs who have been in English language instruction educational programs for **less than five years** attaining English proficient level is **22.8** percent.
- The required percentage of ELs who have been in English language instruction educational programs **five years or more** attaining English proficient level is **49** percent.

AMAO 3 – Meeting AYP requirements for the EL student group for HS LEAs. The types of LEAs that will receive 2014 AYP reports are:

- HS LEAs, including HS direct-funded charters
- Consortia comprised solely of HS LEAs, including HS direct-funded charters

Participation Rate ELA	Participation Rate Mathematics	Percent Proficient ELA	Percent Proficient Mathematics	Graduation Rate
95%	95%	100%	100%	90%*

*Target rate of at least 90 percent or the growth target rate
 ELA = English-language arts

The AMAO targets for all years are shown on pages 12 through 15.

What is Title III Accountability?

Title III, under the federal ESEA, provides supplemental funding to LEAs and consortia to implement programs designed to help EL students attain English proficiency and meet the state’s academic content standards. Title III accountability is a series of annual academic performance goals established for each LEA or consortium of LEAs to hold them accountable for the progress and performance of ELs.¹

ESEA

The ESEA, first enacted in 1965 and reauthorized in 2001 as the No Child Left Behind Act (NCLB), is the primary federal law that impacts kindergarten through grade twelve (K–12) public education. NCLB emphasizes systematic, comprehensive educational reform through improving academic accountability, as well as curriculum, resources, and teacher quality. All students are expected to be proficient in core subjects by 2014. More information about ESEA is located on the ED Web site at <http://www2.ed.gov/policy/elsec/leg/esea02/index.html> (Outside Source).

■ Title III Accountability

Title III, Part A, Subpart A, Sections 3121 and 3122, of the ESEA requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment (AA) of English language proficiency
- Define two AMAOs for increasing the percentage of EL students’ developing and attaining English proficiency
- Include a third AMAO relating to meeting AYP for the EL student group at the LEA or consortium level
- Hold LEAs and consortia accountable for meeting the three AMAOs

■ Title I Accountability (AYP)

Title I is a program under ESEA that provides funding to help educate low income children who have academic deficits. AYP is a series of annual academic performance accountability goals required under Title I. A primary accountability goal of AYP is for all student groups to be proficient in ELA and mathematics, as determined by state assessments, by 2014 under AMAO 3. Title III accountability requires the EL student group to meet the annual ELA and mathematics participation and proficiency criteria of AYP. Secondary ELs are also required to meet the graduation criteria of AYP.

¹ A consortium for Title III Accountability is a group of LEAs with one LEA as the lead of the consortium. A direct-funded charter school can also be a member or lead of a consortium. See pages 22–23, and 42 for further information.

What are AMAOs?

California’s Definition of 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 annually meet the two English language proficiency AMAOs as well as a third academic achievement AMAO based on AYP information.

2013–14 Title III AMAOs

AMAO	Assessment
AMAO 1: Percentage of ELs Making Annual Progress in Learning English	CELDT
AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT	CELDT
AMAO 3: AYP Requirements for EL Student Group at the LEA or Consortium	CAPA and CAHSEE ²

CAPA = California Alternate Performance Assessment; CAHSEE = California High School Exit Examination

If an LEA or consortium misses one or more AMAOs, it does not make the AMAO criteria and faces certain consequences (see pages 32–34).

AMAOs 1 and 2

■ AMAO 1: Percentage of ELs Making Annual Progress in Learning English

AMAO 1 requires that a target percentage of ELs at an LEA or consortium make annual progress in learning English as measured by the CELDT. (The AMAO 1 target percentages for each year are shown on page 13.) Each EL has an annual growth expectation based on their previous CELDT score. The previous CELDT score may be from a year other than the immediately preceding year but not prior to 2006–07.

The CELDT is given once each year to ELs as an AA of their progress toward English language proficiency. AA data are included in both AMAO 1 and AMAO 2 calculations. The CELDT is also given to newly enrolled students, whose primary language is not English, as an initial assessment (IA) of English language fluency. IA data are included in AMAO 2 calculations if the initial CELDT takers were tested during the AA window and were classified as EL. AMAO 1 calculations include AA CELDT takers but do not include IA CELDT takers.

² The 2013–14 AMAO 3 Reporting for HS LEAs only includes assessments from CAPA and CAHSEE. See pages 2–4, and 10–11 for further information.

The annual growth expectations for AA ELs are that (1) ELs at the Beginning, Early Intermediate, or Intermediate levels must gain at least one performance level, (2) ELs at the Early Advanced and Advanced levels must reach the English proficient level, and (3) ELs at the English proficient level are expected to maintain that level until they are reclassified, as shown in the following table.

Annual Growth Expectations for ELs on CELDT

Most Recent Previous CELDT Overall Performance Level of the EL	Annual Growth Expectation for the EL
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 or above.)
Early Advanced or Advanced, and at the English proficient level	Maintain English proficient level

AMAO 1 measures the percentage of ELs making annual progress in learning English as measured by the CELDT. To determine the percentage of ELs making annual progress in learning English for an LEA or consortium, the number of ELs meeting their annual growth target in learning English is divided by the number of ELs with required prior CELDT scores. A confidence interval table is used if the LEA or consortium has less than 30 ELs with the required prior CELDT scores (see Appendix B on page 36).

Percentage with Required Prior CELDT Scores (65 Percent Rule)

Each LEA or consortium must meet the required percentage of prior year CELDT scores in order to have AMAO 1 calculated. If the percentage of 2013–14 annual CELDT takers with required prior year scores is between 65 and 85 percent, the results should be interpreted with caution due to lower reliabilities of small group sizes. If fewer than 65 percent of 2013–14 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.

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

AMAO 2 requires that target percentages for two separate cohorts of ELs annually attain the English proficient level on the CELDT. (The AMAO 2 target percentages for each year are shown on page 13.)

AMAO 2 calculations include AA and IA CELDT takers tested during the AA window.

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:

1. Overall performance level of Early Advanced or Advanced, **and**
2. Domain performance level 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

Two EL Cohorts for AMAO 2

The AMAO 2 requirement must be met by each of two separate EL cohorts. The first cohort includes ELs who have been in English language instruction educational programs for less than five years. The second cohort includes ELs who have been in English language instruction educational programs for five years or more. An LEA or consortium must meet targets for both cohorts to meet all AMAO 2 criteria.

The time in an English language instruction educational program is determined by subtracting the date first enrolled in a U.S. school from the date CELDT was completed. For 2013–14 Title III Accountability reports, student enrollment records are extracted from the CALPADS ODS. Any CELDT taker whose enrollment record is not found in the CALPADS, the enrollment date reported in the CELDT answer book will be used for AMAO calculations.

If the enrollment date is missing from both CALPADS and the CELDT answer book, the student's grade level determines the student's cohort. If the student's grade level is K–4, the student is included in the Less Than Five Years Cohort. If the student's grade level is five to twelve, the student is included in the Five Years or More Cohort.

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. To determine the percentage of ELs who have attained the English proficient level for an EL cohort in an LEA or consortium, the number of ELs in the cohort attaining the English proficient level is divided by the number of ELs in the cohort. If there are fewer than 30 students in either cohort, the confidence interval table is used to determine if the target is met (see Appendix B on page 36).

■ Source of Data for AMAOs 1 and 2: CELDT

The information that forms the basis for AMAO 1 and AMAO 2 calculations comes from results of the 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 an Initial Fluent English Proficient (IFEP) or an EL.

Once identified, all ELs are required to take the CELDT each year during the AA window of July 1 to October 31 until they are reclassified as fluent English proficient (RFEP). Throughout this guide, the 2013–14 annual CELDT refers to the CELDT administered during the AA window of July 1 through October 31, 2013.

The “Number of 2013–14 Annual CELDT Takers” for AMAO 1 and “Number of 2013–14 English Learners in Cohort” for AMAO 2 on the Title III Accountability report are students who took the CELDT during the AA window of July 1 through October 31, 2013. However, CELDT records that are received after the deadline of November 15, 2013 or have test dates after October 31, 2013 are excluded from all AMAO calculations.

The CELDT assesses English proficiency in four domains for students in 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 level and aligned with the California English language development (ELD) standards adopted by the State Board of Education in 1999. Beginning with the 2006–07 edition of the CELDT, there is a common scale for the CELDT from K–12. More information about the CELDT is located on the CDE CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

■ Appeals of AMAOs 1 and 2

An LEA or consortium may appeal AMAO 1 and/or AMAO 2 results if the LEA or consortium has evidence that there has been a calculation error in the computation of AMAOs 1 and/or 2. Appeals are accepted after the initial complete release of Title III Accountability reports and after each Title III Accountability Report update. To request an appeal for AMAOs 1 and/or 2, contact the CDE DVRO by phone at 916-323-3071 or by e-mail at amao@cde.ca.gov.

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.

AMAO 3

■ **AMAO 3: AYP for EL Student Group at the LEA or Consortium Level**

AMAO 3 holds Title III-funded LEAs and consortia accountable for meeting the AYP academic achievement targets in ELA and mathematics for the EL student group. These targets are among several AYP targets required of all LEAs, schools, and student groups under ESEA.

ESEA requires that the state use the graduation rate as an additional indicator for all schools and LEAs with grade twelve students. The AMAO 3 requirements include the graduation rate for the secondary EL student group. Title III-funded LEAs and consortia with grade twelve enrollment, or at least one graduate in the cohort of the graduation rate, will have their graduation rate calculated. The graduation rate goal for all LEAs and consortia is 90 percent or the growth target rate.

California received a waiver from the ED in March 2014 that permitted the state to refrain from making AYP determinations for LEAs participating in the 2013–14 Smarter Balanced Field Test (exclusive of HSs and HS districts). Therefore, the CDE will not produce a 2014 AYP Report for the following LEAs:

- Elementary, middle, and unified school districts
- Direct-funded charter schools serving a combination of elementary, middle, and HS students
- Consortia comprised of LEAs and/or direct-funded charter schools serving elementary, middle, and HS students

The 2013–14 Title III Accountability reports for the above LEAs would display AMAO 3 results based on 2013 AYP AMOs for the EL student group.

For HS LEAs, including HS direct-funded charters, the 2013–14 Title III Accountability reports would display AMAO 3 results based on 2014 AYP AMOs for the EL student group. Refer to Appendix A on page 35 for details about the 2013–14 Title III Accountability Year Status Determinations.

The EL student group on the AYP includes RFEP students until they score proficient or above three times on the ELA assessment. Details about the participation rate, percent proficient, and AYP graduation rate requirements are provided in AYP criteria details of the *2014 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

■ **Sources of Data for AMAO 3: CAPA and CAHSEE (HS LEAs Only)**

The CDE was granted a one-year waiver that allows flexibility in making AYP determinations for elementary, middle and unified school districts participating in the Smarter Balanced Field Test. The 2014 AYP determinations for HS LEAs are based on achievement results from grade ten CAHSEE and/or CAPA. The chart below shows the assessment results that will be used in 2014 AYP calculations for HS LEAs.

The number of HS graduates, based on a four-year cohort of students, is used to calculate the graduation rate for a school, district, and the state.³ Data used to calculate the graduation rate come from student-level data maintained in the CALPADS. Graduation rate results for Title III-funded consortia members and their lead are aggregated up to the consortium level and are used in determining the consortium’s LEA report.

**AMAO 3: Assessment Results to be Used in 2014 AYP Calculations
(HS LEAs Only)**

California Assessment of Student Performance and Progress (CAASPP)
<p>CAPA</p> <ul style="list-style-type: none"> English-language arts and mathematics Grade ten
CAHSEE
<p>CAHSEE (administered in February, March, and May [make-ups])</p> <ul style="list-style-type: none"> English-language arts, including a writing assessment, and mathematics Grade ten

■ **Appeals for AMAO 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/> and in AYP Appeals process of the *2014 Adequate Yearly Progress Report Information Guide*. For more information about the AYP appeals process, contact the AAU by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov. 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.

³ Beginning with the 2014 AYP determinations, the six-year cohort graduation rate will be used as an alternative method for any eligible school or LEA that does not meet the four-year or five-year cohort graduation rates. See page 5 of the 2014 AYP Report Information Guide at <http://www.cde.ca.gov/ta/ac/ay/> for further information.

What are AMAO Targets and Criteria?

This section describes AMAO target criteria for California. Title III-funded LEAs and consortia are required to meet or exceed criteria annually in the following three areas in order to meet all AMAO criteria:

- AMAO 1: Percentage of ELs Making Annual Progress in Learning English
- AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT
- AMAO 3: AYP Requirements for EL Student Group at the LEA or Consortium

■ Meeting All AMAO Criteria

If an LEA or consortium misses any one of the AMAOs, the LEA or consortium does not make the AMAO criteria. The “Met All AMAO Criteria” element on the Title III Accountability Report identifies whether the LEA or consortium met all three AMAO targets. There are two possible values for “Met All AMAO Criteria”:

- **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 element on the Title III Accountability Report identifies the number of consecutive years not meeting AMAOs. The value ranges from 0 to 11 years. For example, LEAs or consortia that met all three AMAOs in 2013–14 receive a value of 0. LEAs or consortia that did not meet all three AMAOs in 2012–13 and 2013–14 receive a value of 2. An LEA or consortium would receive a value of 11 if they did not meet all three AMAOs for each year from 2003–04 to 2013–14.

■ Title III Accountability Targets, 2003–04 to 2015–16

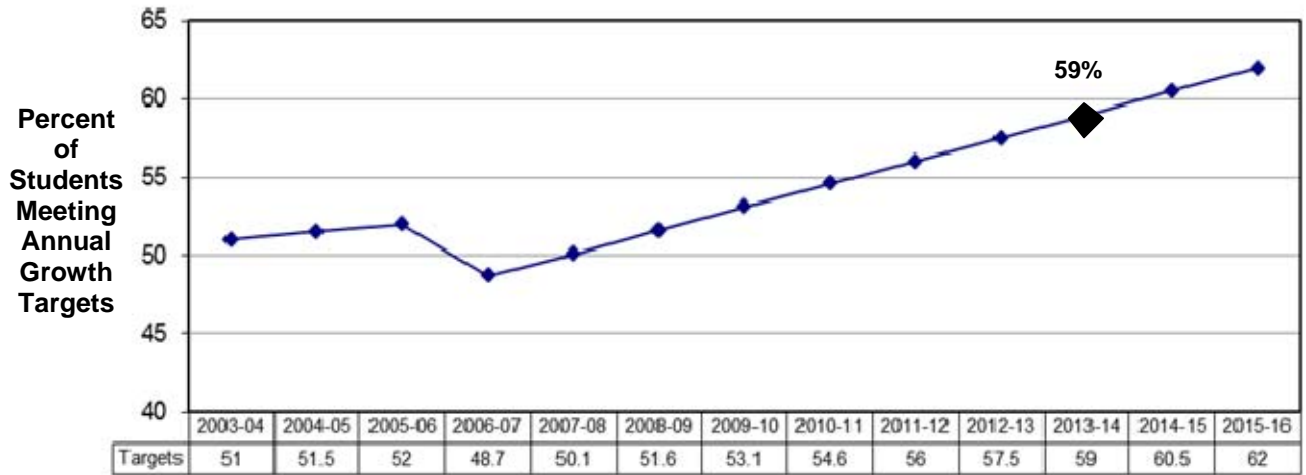
The AMAO targets and accompanying criteria for each AMAO from 2003–04 through 2015–16 are shown on pages 13 through 17.⁴

The target charts are followed by a flowchart on page 18 that depicts the process of determining whether an LEA or a consortium meets all AMAO criteria.

⁴ Page 14 shows the targets for AMAO 3 for HS LEAs only. 2013–14 AMAO 3 for elementary, middle, and unified school districts will display 2012–13 AMAO 3 results. See page 2 for further information.

Title III Accountability Targets, 2003-04 to 2015-16 AMAOs 1, 2, and 3

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

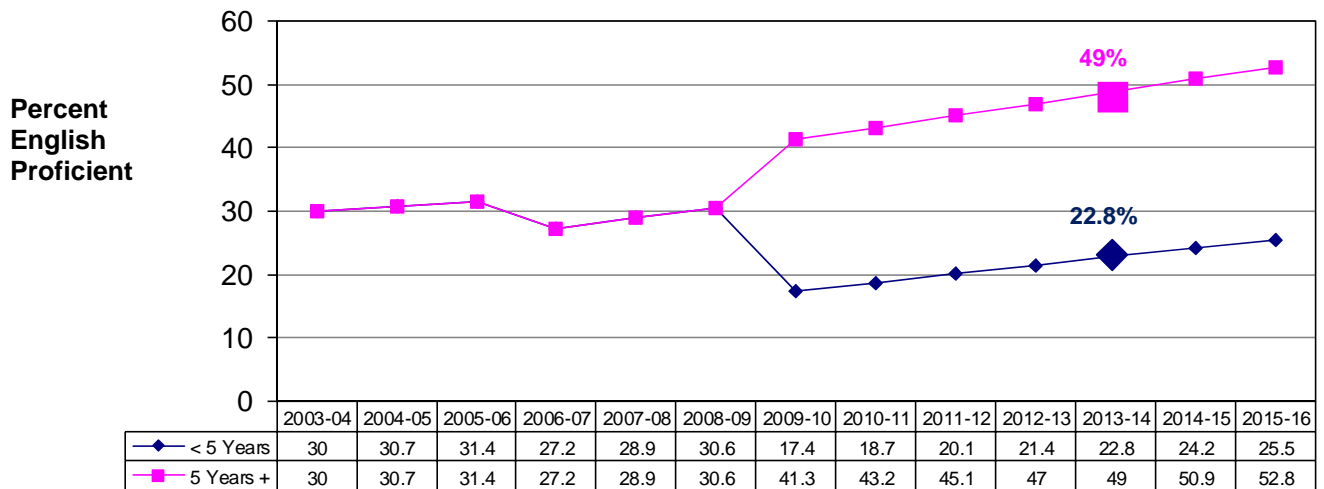


Met Target for AMAO 1

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

- 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 B (page 36) 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 on the CELDT



Met Targets for AMAO 2

There are three possible values for meeting the target for each AMAO 2 cohort:

- 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 B (page 36) is used if there are less than 30 students in the cohort.

Title III Accountability Targets, 2003–04 to 2015–16 AMAOs 1, 2, and 3 (continued)

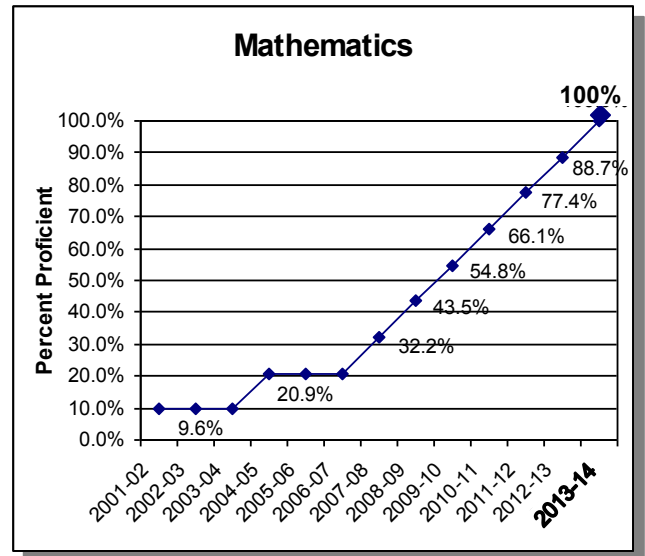
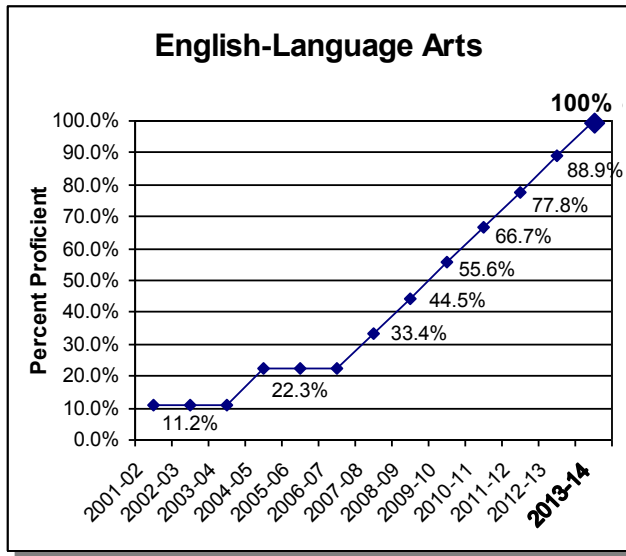
AMAO 3: AYP Requirements for EL Student Group at the LEA or Consotium

Elementary, middle, and unified school districts, charter schools serving a combination of elementary, middle, and HS students, and consortia comprised of LEAs and/or direct-funded charter schools serving elementary, middle, and HS students:

The 2013–14 Title III Accountability reports would display AMAO 3 results, based on 2013 AYP AMOs for the EL student group.

HS LEAs, including HS direct-funded charters and Consortia comprised solely of HS LEAs and HS direct-funded charters :

- Participation Rate – 95 percent (EL student group)
- Percent Proficient – AMOs (EL student group)



Note: For AMAO 3 in calculating AYP for the EL student group in a school or an LEA, RFEP students who have not scored proficient or above in the ELA assessment three times since reclassification are included in calculating the participation rate and AMOs for the EL student group. These RFEP students are counted when determining whether the EL student group meets the minimum student group size to be numerically significant.

Title III Accountability Targets, 2003–04 to 2015–16 AMAOs 1, 2, and 3 (continued)

Standard Graduation Rate Criteria (HS LEAs Only)

Type	Criteria
Schools and LEAs with grade twelve enrollment and at least one graduate in cohort	<p>To meet graduation rate criteria for AYP the LEA or consortium EL student group must:</p> <ul style="list-style-type: none"> • Have a four-year graduation rate of at least 90.00, or • Meet its four-year graduation rate fixed growth target rate, or • Meet its four-year graduation rate variable growth target rate, or • Meet the 5-year graduation rate criteria, or • Meet the 6-year graduation rate criteria

The 2013–14 Title III-funded HS LEAs or consortia AMAO 3 graduation rate results are the aggregate results of graduation rate data of the 2014 AYP determinations. Details about the graduation rate methodology are provided on page 29 of the *2014 AYP Information Guide* located at <http://www.cde.ca.gov/ta/ac/ay/>.

Met Targets for AMAO 3

There are three possible values for meeting each component criteria of AMAO 3:

- **Yes** = Met the participation rate or percent proficient criteria in either ELA or mathematics for the EL student group.
- **No** = Did not meet the participation rate or percent proficient criteria in ELA or mathematics for the EL student group.
- **--** = EL student group did not meet the minimum group size, and no value is reported.

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

- **Yes** = Met all five⁵ components of AMAO 3. If the LEA or consortium did not meet the minimum EL group size and no values were reported, it will be considered to have met the AMAO 3 target.
- **No** = Did not meet one or more of the five components of AMAO 3.

⁵ The five components of AMAO 3 are participation rates for ELA and mathematics, percent proficient or above for ELA and mathematics, and graduation rate for the EL student group.

Changes to Title III Reporting

In order to address the special conditions that are a result of the determination waiver approved by the U.S Department of Education (ED), two new fields have been added to the 2013–14 Title III reports: “Special Conditions” and “AYP Year”.

■ Special Conditions

The new field “Special Conditions” has two valid values: Current Year (CY) and Determination Waiver (DW):

CY: When an LEA received Title III funds in the 2013–14 year but did not receive Title III funds in 2012–13, a Title III placement year of “0” is given to the LEA when the following conditions are met:

- The LEA was not identified as a HS LEA during the 2013–14 year and therefore, did not receive a 2014 AYP determination
- The LEA met 2013–14 AMAOs 1 and 2 in the 2013–14 year, and
- The LEA did not meet the 2012–13 AMAO 3 targets based on 2013 AYP annual measurable objectives (AMOs) for the English learner (EL) student group.

Because the LEA did not receive Title III funds during 2012–13, the 2012–13 AMAO 3 results are not considered in determining the entity's status and placement under Title III for the 2013–14 year.

DW: The entity was granted a one year determination waiver due to the 2013–14 Smarter Balanced Assessment Consortia Field Test. The waiver allows LEAs to retain their 2012–13 Title III Accountability year status when the following conditions are met:

- The LEA was not identified as a HS LEA during the 2013–14 year and therefore, did not receive a 2014 AYP determination
- The LEA received Title III funds in both the 2012–13 and 2013–14 school years, and
- The LEA met 2013–14 AMAOs 1 and 2, and did not meet 2013–14 AMAO 3 based on 2013 AYP AMOs for the EL student group

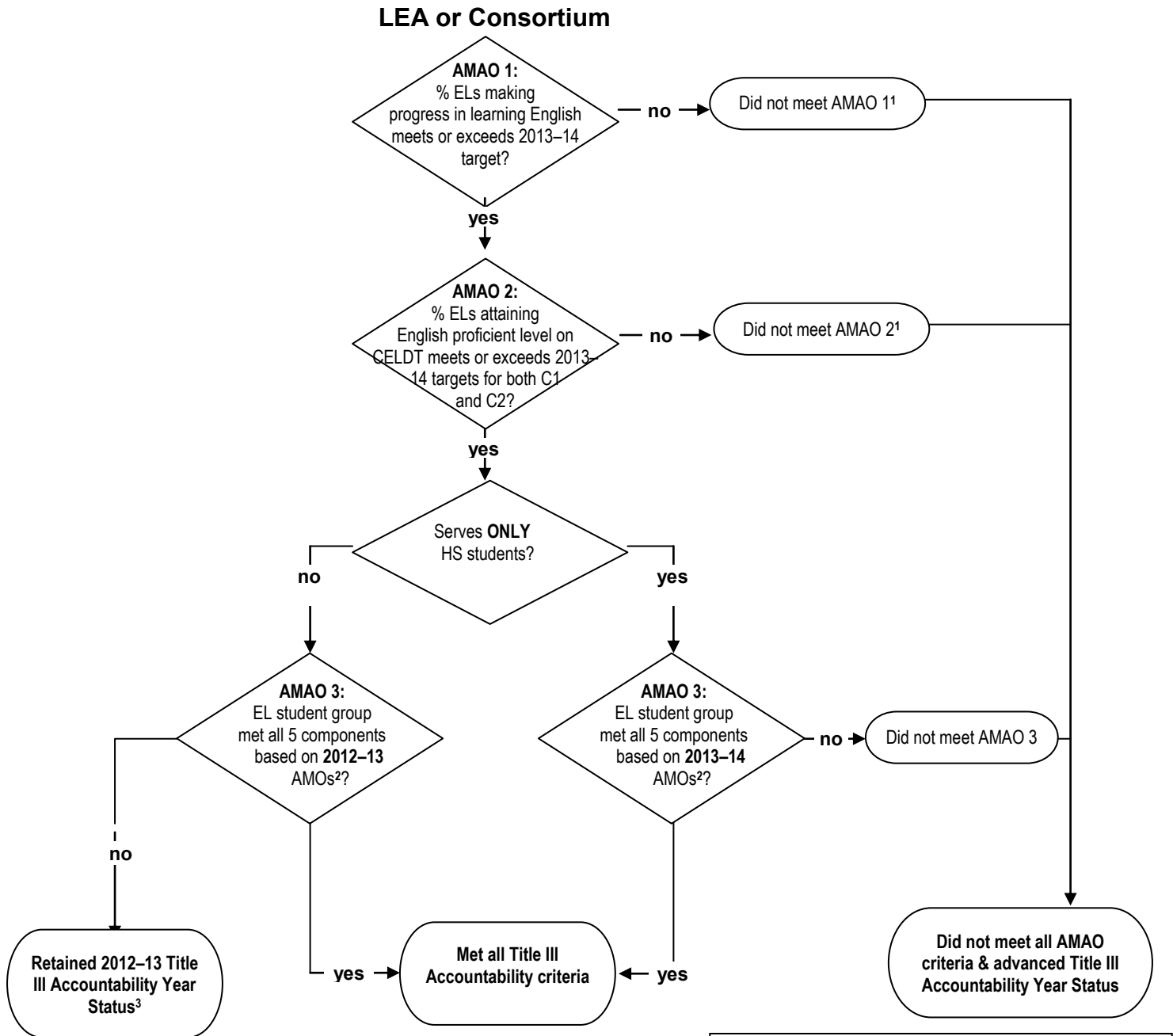
■ AYP Year

The new field “AYP Year” identifies the year of AYP AMO data used to make AMAO 3 determinations on the 2013–14 report. There are three possible values for this variable:

- **13:** AMAO 3 results are based on 2013 AYP AMOs for the EL student group because the LEA was not identified as a HS LEA and therefore, did not receive a 2014 AYP
- **14:** AMAO 3 results are based on 2014 AYP AMOs for the EL student group because the LEA was identified as a HS LEA, and therefore, received a 2014 AYP
- **Blank:** Neither 2013 nor 2014 AYP data were available to establish AMAO 3 results

2013–14 Title III Accountability Criteria Flowchart

This chart illustrates the process of determining whether an LEA or consortium meets all AMAO criteria.



- AMAO** = Annual Measurable Achievement Objective
- AMOs** = Annual Measurable Objectives
- AYP** = Adequate Yearly Progress
- C1** = ELs less than five years in cohort
- C2** = ELs five years or more in cohort
- EL** = English learner
- LEA** = Local educational agency (school district, COE, or direct-funded charter school)

¹ LEAs/Consortia that do not meet AMAO 1 or 2 will still receive AMAO 3 determinations.

² The 5 components are based on testing results of participation rates for ELA and mathematics, percent proficient or above for ELA and mathematics, and graduation rate for the EL student group.

³ LEAs in Title III Year 1 status continue to notify parents of all ELs in the LEA or consortium that the AMAOs have not been met. LEAs in Title III Year 2 or Year 4 status should continue to implement the Improvement Plan and update as necessary. See pages 32–34 for details.

What is Included in Title III Accountability Reports?

The CDE prepares annual Title III Accountability reports for each direct-funded LEA or consortium receiving Title III funds. The results for the Title III-funded schools of LEAs (or consortium members of consortia) are aggregated up to the LEA (or consortium) level. These reports are accessed on the CDE Title III Accountability Reports Web page at <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>.

LEA or Consortium Report

The LEA or consortium report shows the numbers, percentages, targets, and whether the targets were met for each LEA or consortium. The following data elements are included in the report:

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

- Number of 2013–14 Annual CELDT Takers
- Number with Required Prior CELDT Scores
- Percentage with Required Prior CELDT Scores⁶
- Number in Cohort Meeting Annual Growth Target
- Percentage Meeting AMAO 1 in LEA
- 2013–14 Target

Met Target for AMAO 1

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

Less than 5 Years Cohort

- Number of 2013–14 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2013–14 Target
- Cohort Met Target

5 Years or More Cohort

- Number of 2013–14 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2013–14 Target
- Cohort Met Target

Met Targets for AMAO 2

⁶ If less than 65 percent of the 2013–14 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.

AMAO 3 - AYP for EL Student Group at the LEA (or Consortium) Level

English-Language Arts

Met Participation Rate for English Learner Student Group

Met Percent Proficient or Above for English Learner Student Group

Mathematics

Met Participation Rate for English Learner Student Group

Met Percent Proficient or Above for English Learner Student Group

Met Graduation Rate for English Learner Student Group

Met Targets for AMAO 3

Special Conditions

AYP Year

Met All AMAO Criteria

Met all AMAOs

Number of Consecutive Years Not Meeting AMAOs

Number of Years

School Level or Consortium Member Data Report

The school level or consortium member data report shows the numbers and percentages for AMAOs 1 and 2 of the Title III-funded schools within an LEA or of the consortium members in a consortium. These reports do not contain targets:

AMAO 1 – Annual Growth

Number of Annual CELDT Takers

Number in Cohort

Percent with Prior CELDT Scores

Number Met AMAO 1

Percent Met AMAO 1

AMAO 2 – Attaining English Proficiency

Less than 5 Years Cohort

Number in Cohort

Number Attaining English Proficient Level

Percent Attaining English Proficient Level

5 Years or More Cohort

Number in Cohort

Number Attaining English Proficient Level

Percent Attaining English Proficient Level

Statewide Data Files

The data files of statewide Title III accountability results are provided in both DBF and ASCII text formats and are downloadable from the CDE Title III Accountability Data Files Web page at <http://www.cde.ca.gov/ta/ac/t3/t3datafiles.asp>. Record layout, data definitions, and download instructions are also provided on this Web page.

Who Receives a Title III Accountability Report?

The CDE annually prepares two types of Title III Accountability reports: (1) the required LEA report and (2) an informational school level/consortium member data report.

LEA Report

The CDE provides an LEA report for Title III-funded LEAs and consortia. This report has targets and is used to meet Title III Accountability requirements of holding Title III-funded LEAs and consortia accountable for meeting the three AMAOs.

■ LEAs

To receive its own Title III Accountability Report, LEAs must qualify for a grant award of \$10,000 or more, based on the number of students receiving EL services. LEAs that receive at least \$10,000 in Title III funds receive an LEA Title III Accountability Report and are required to meet their targets. An LEA, for Title III accountability reporting purposes, includes school districts, County Offices of Education (COEs), and direct-funded charter schools.

An LEA must have a county-district (CD) or county-district-school (CDS) code at the time of testing to receive a report. Information about CD and CDS code assignments is located on the CDE Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

- Direct-funded Charter Schools

Direct-funded charter schools that receive Title III funds and are not in a consortia are subject to the same Title III accountability requirements of the ESEA that apply to all LEAs that receive Title III funding. Title III accountability results from direct-funded charter schools are not counted in the Title III accountability results of the authorizing school district or COE.

■ Consortia

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. Each consortium has a lead LEA, which receives the LEA Title III Accountability Report under its CDS code. The results for all consortium members and its lead are aggregated up to the consortium level and are used in calculating the consortium's LEA report. The consortium as a whole is required to meet its targets.

As an accountability requirement, each consortium (lead and members) must remain as an entity/subgrantee for the entire school year for which they applied.

- Direct-funded Charter Schools

A direct-funded charter school can be a member or a lead LEA in a consortium. Title III accountability results from direct-funded charter schools are not counted in the Title III accountability results of the authorizing school district or COE, but their results will be part of the consortium results.

School Level/Consortium Member Data Report

The CDE prepares an annual school level data report or consortium member data report for each LEA or consortium that receives a Title III Accountability Report. The school level/consortium member data reports show data for AMAOs 1 and 2 at the school and consortium member level so that LEAs and consortia are provided disaggregated information for AMAOs 1 and 2. The school level/consortium member data reports are for informational purposes only and are not required under Title III.

■ Schools of LEAs

Elementary, middle, high, and district program schools in an LEA are included in the LEA's school level data report.

A direct-funded charter school could be a separate, stand alone LEA under Title III accountability and receive the LEA Title III Accountability Report. In this case, only the direct-funded charter school would be listed in its school level data report.

■ Members of Consortia

Each member of the consortium, including the lead LEA of the consortium, is included in the consortium member CELDT data report.

A direct-funded charter school could be a member of, or a lead of, a consortium. In this case, each member of the consortium, including the lead, would be listed in the consortium member data report.

Title III Accountability Timeline

- July 2014** The 2014 CELDT AA window begins July 1, 2014. (Results of the 2014 CELDT will be used for the 2014–15 Title III Accountability reports.)
- September 2014** Complete 2013–14 Title III Accountability reports (AMAOs 1, 2, and 3) and the *2013–14 Title III Accountability Report Information Guide* are posted on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.
- October 2014** The 2014 CELDT AA window ends October 31, 2014. (Results of the 2014 CELDT will be used for the 2014–15 Title III Accountability reports.)
- November 2014** The deadline for 2014 CELDT AA answer books to be received by the testing contractor is November 14, 2014.
- December 2014** Release of first update for 2013–14 Title III Accountability reports. These updated reports incorporate AYP appeal decisions.
- February 2015** Release of second update for 2013–14 Title III Accountability reports. These updated reports incorporate data changes to AYP reports from the test publisher.
- The 2014 CELDT DRM occurs and the embargoed pre-release of preliminary 2014–15 Title III Accountability reports released on the APR Web page.
- Student demographic data are available for LEAs to examine and make corrections in the CALPADS ODS. (To view approximate dates when data will be extracted from the CALPADS ODS for accountability purposes, as well as CALPADS data collection windows and certification and amendment window deadlines, please go the CDE CALPADS Calendar Web page at <http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>.)
- June 2015**
(Tentative) The 2014–15 CELDT AA reports are released on the CDE DataQuest Web page at <http://dg.cde.ca.gov/dataquest/>.
- Preliminary 2014–15 Title III Accountability reports (AMAOs 1 and 2) are released.

For more information about Title III Accountability reports, contact the DVRO Unit by phone at 916-323-3071 or by e-mail at amao@cde.ca.gov. For more information about API and AYP reports, contact the AAU by phone at 916-319-0863 or by e-mail at aauc@cde.ca.gov.

Inclusion/Exclusion Rules

Inclusion/exclusion and adjustment rules have been established in order to treat student data as fairly and consistently as possible in Title III Accountability calculations. These rules are applied to the CELDT results in calculating Title III accountability results. The rules are applied in the calculations for an LEA or a consortium and do not affect the score report an individual student receives.

An “Inclusion/Exclusion Rules Flowchart” is provided on pages 27 through 30 to describe the rules and to illustrate the procedures used in applying the rules. The rules are applied in calculating the AMAO 1 and AMAO 2 results shown on Title III Accountability reports.⁷

The following key student level counts are provided on the Title III Accountability reports for each LEA or consortium:⁸

AMAO 1

- Number of 2013–14 Annual CELDT Takers
- Number with Required Prior CELDT Scores
- Number in Cohort Meeting Annual Growth Target

AMAO 2

The following results for AMAO 2 are reported separately for the “Less Than Five Years Cohort” and for the “Five Years or More Cohort.”

- Number of 2013–14 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level

The inclusion/exclusion rules are applied in determining these counts, which are thereafter used to calculate the aggregate percentages for AMAOs 1 and 2 on the Title III Accountability LEA or consortium report.

⁷ For AMAO 3 inclusion/exclusion details, see Inclusion/Exclusion and Adjustment Rules of the *2014 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

⁸ The calculations are also done at the school level and consortium member level to provide data for the School-level and Consortium Member Data Reports. However, the flowchart describes the calculations for an LEA or consortium only for ease of communication.

The following aggregate percentages are calculated for AMAOs 1 and 2 on the Title III Accountability LEA or consortium report.

AMAO 1

- Percentage with Required Prior CELDT Score⁹ =
Number with Required Prior CELDT Scores
divided by
Number of 2013–14 Annual CELDT Takers
- Percentage Meeting AMAO 1 =
Number Meeting Annual Growth Target
divided by
Number with Required Prior CELDT Scores

AMAO 2

The following results for AMAO 2 are reported separately for the “Less Than Five Years Cohort” and for the “Five Years or More Cohort.”

- Percentage in Cohort Attaining the English Proficient Level =
Number in Cohort Attaining the English Proficient Level
divided by
Number of 2013–14 English Learners in Cohort

The percentage of students within each LEA, consortium, and cohort expected to meet the annual AMAO 1 and AMAO 2 targets each year are shown on page 13.

Tools for Using the Flowchart

The flowchart includes references to testing codes for CELDT field names that are considered when applying inclusion/exclusion rules. Reference information for these codes is in the section “Testing Codes Considered in Title III Accountability Calculations” on page 31.

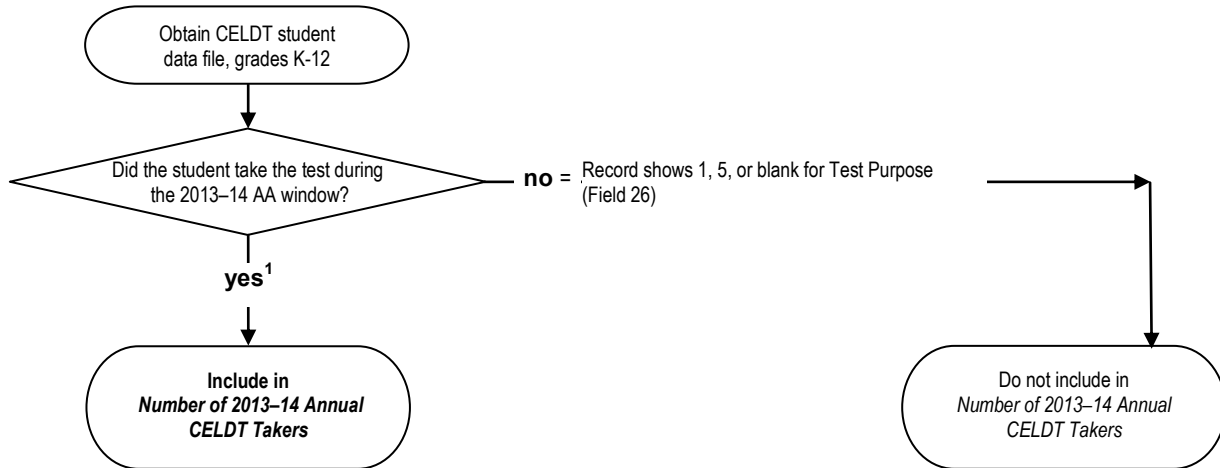
“Score” in the flowchart refers to a performance level of beginning, early intermediate, intermediate, early advanced, or advanced on the CELDT.

⁹ Each LEA or consortium must meet the required percentage of previous year CELDT scores for AMAO 1 calculations. If the percentage of 2013–14 annual CELDT takers with required previous year scores is between 65 and 85 percent, the results should be interpreted with caution due to lower reliabilities of small group sizes. If less than 65 percent of 2013–14 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.

Inclusion/Exclusion Rules Flowchart AMAO 1 CELDT, Grades Kindergarten Through Twelve

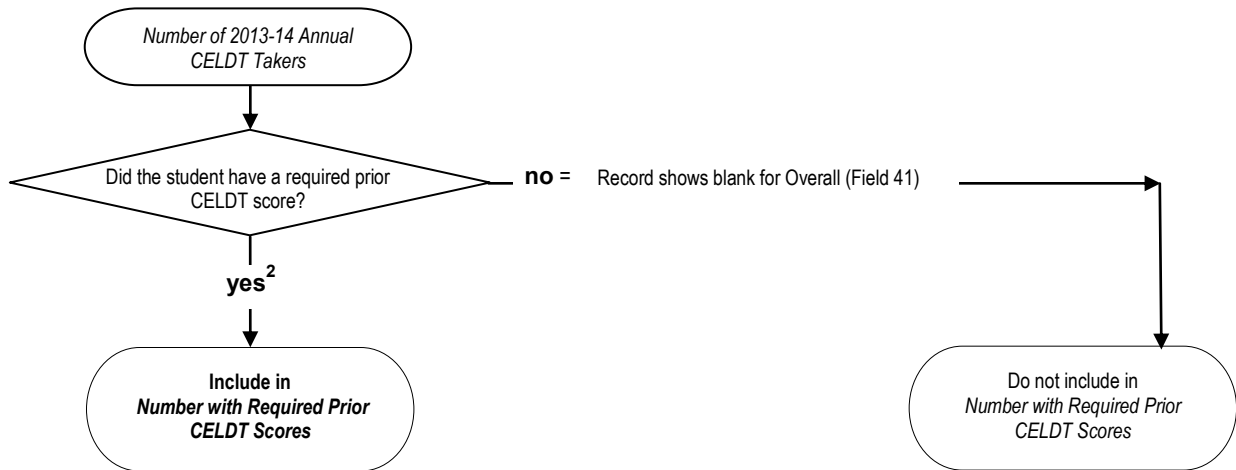
Number of 2013–14 Annual CELDT Takers

Calculate for each Title III-funded LEA or consortium.



Number with Required Prior CELDT Scores

Calculate for each Title III-funded LEA or consortium.



1 Record shows 2 or 4 for Test Purpose (Field 26). A 2013–14 annual CELDT taker is a student who took the CELDT during the AA window of July 1 through October 31, 2013. However, CELDT records that are received late (i.e., outside of the testing window) that do not have recorded test dates within the testing window are excluded from all AMAO calculations. The number of annual CELDT takers does not include initial test takers.

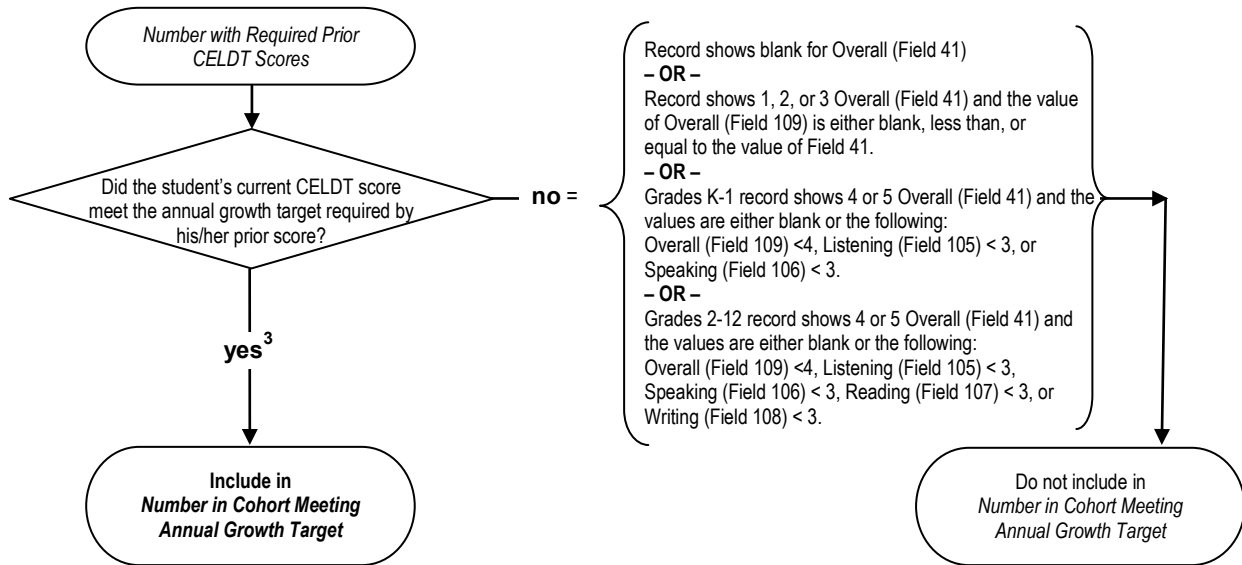
2 Record shows 1, 2, 3, 4, or 5 for Overall (Field 41).

Note: Field number and codes are based on CELDT 2013–14 Student Score File Layout. Please see page 31 for details.

Inclusion/Exclusion Rules Flowchart AMAO 1 (continued) CELDT, Grades Kindergarten Through Twelve

Number in Cohort Meeting Annual Growth Target

Calculate for each Title III-funded LEA or consortium.



3 Record shows 1, 2, or 3 Overall (Field 41) and the value of Overall (Field 109) is greater than the value of Field 41.
 - OR -
 Grades K-1 record shows 4 or 5 Overall (Field 41) and all of the values are the following: Overall (Field 109) > or = 4, Listening (Field 105) > or = 3, and Speaking (Field 106) > or = 3.
 - OR -
 Grades 2-12 record shows 4 or 5 Overall (Field 41) and all of the values are the following: Overall (Field 109) > or = 4, Listening (Field 105) > or = 3, Speaking (Field 106) > or = 3, Reading (Field 107) > or = 3, or Writing (Field 108) > or = 3.

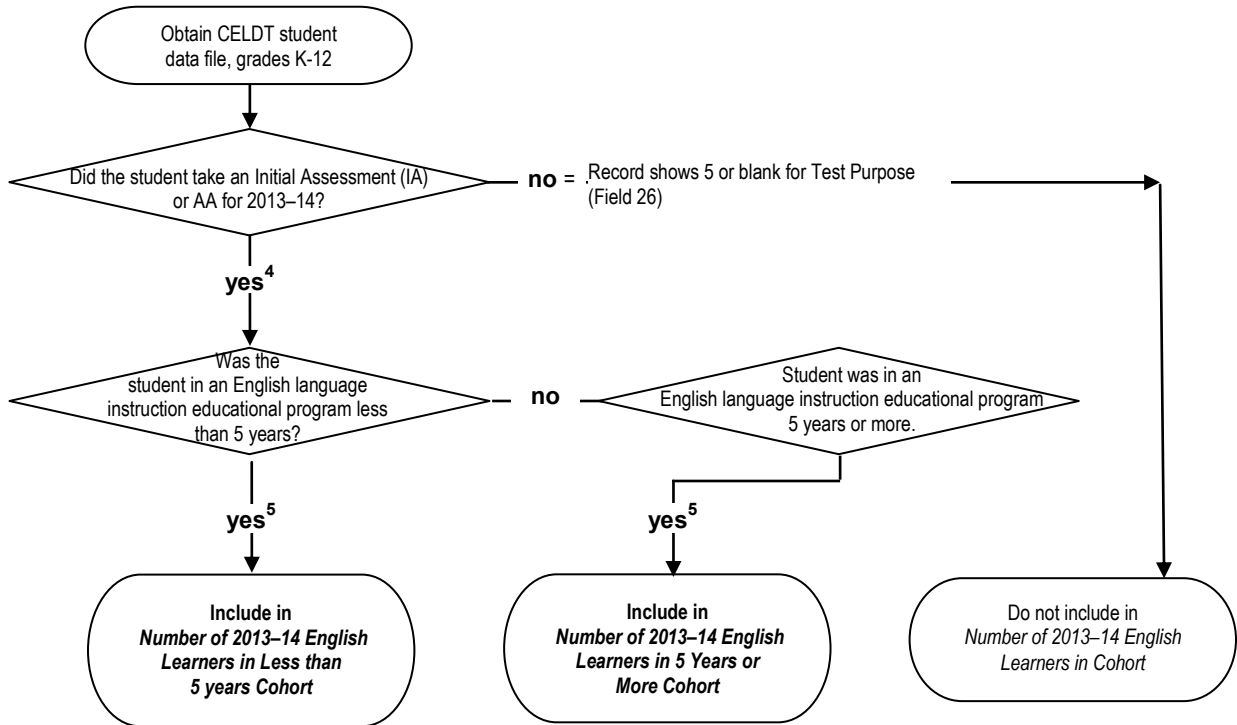
The annual growth target for a student is dependent upon the overall performance level on the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient,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

Note: Field number and codes are based on CELDT 2013–14 Student Score File Layout. Please see page 31 for details.

Inclusion/Exclusion Rules Flowchart AMAO 2 CELDT, Grades Kindergarten Through Twelve

Number of 2013–14 English Learners in Cohort

Calculate for each Title III-funded LEA or consortium.



- 4 Record shows 1, 2, or 4 for Test Purpose (Field 26). AMAO 2 calculations include initial CELDT takers tested during the AA window. If the CELDT record is received by the deadline of 11/15/2013 but shows a Date Testing Completed (Field 29) as blank or erroneous, the record is still included, and the date of 09/01/2013 is used as the testing date, which corresponds to the mid-point of the CELDT AA window. If the CELDT record is received after the deadline of 11/15/2013 and shows a Date Testing Completed (Field 29) as blank or erroneous, the record is excluded from all AMAO calculations.
- 5 Two cohorts are calculated and reported separately for AMAO 2 to determine the percentage of ELs attaining the English proficient level on the CELDT: (1) Less Than 5 Years Cohort and (2) 5 Years or More Cohort, described on page 8. The time in an English language instruction educational program is determined by subtracting the Date First Enrolled in USA (Field 30) from the Date Testing Completed (Field 29). If Field 30 is blank or erroneous, Group Identification Sheet (GIS) Grade (Field 10) is used to determine the cohort: If Field 10 < 5, the record is assigned to Less Than 5 Years Cohort, and if Field 10 > or = 5, the record is assigned to 5 Years or More Cohort.

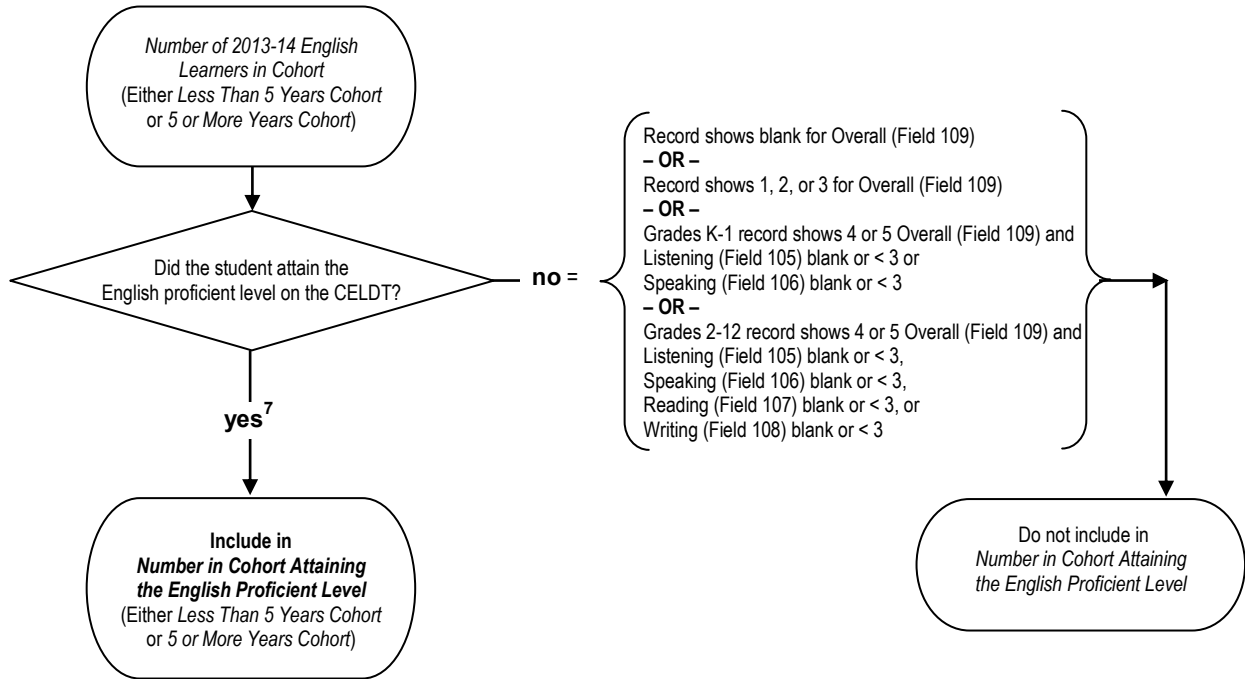
Note: Field number and codes are based on CELDT 2013–14 Student Score File Layout. Please see page 31 for details.

Inclusion/Exclusion Rules Flowchart AMAO 2 (continued) CELDT, Grades Kindergarten Through Twelve

Number in Cohort Attaining the English Proficient Level

Calculate for each Title III-funded LEA or consortium separately for

(1) Less Than 5 Years Cohort and (2) 5 Years or More Cohort.⁶



6 The cohorts are based on EL time spent in an English Language instruction education program. See page 8 for details. Starting with 2013–14 Title III accountability reporting, student initial U.S. enrollment records are taken from the CALPADS ODS for AMAO 2 calculations.

7 Grades K-1 record shows 4 or 5 Overall (Field 109) and Listening (Field 105) > or = 3 and Speaking (Field 106) > or = 3.
 - OR -
 Grades 2-12 record shows 4 or 5 Overall (Field 109) and Listening (Field 105) > or = 3, Speaking (Field 106) > or = 3, Reading (Field 107) > or = 3, and Writing (Field 108) > or = 3.

Note: Field number and codes are based on CELDT 2013–14 Student Score File Layout. Please see page 31 for details.

Testing Codes Considered in Title III Accountability Calculations

The following table shows the 2013–14 CELDT data fields and testing codes that are considered in Title III calculations for AMAOs 1 and 2. *The 2013–14 Student Score File Layout* is accessed on the CELDT Web site at <http://www.celdt.org/>.

CELDT Fields and Codes Used in Title III Accountability

Field Number	Field Name	Valid Values and Ranges	Used in AMAOs
10	GIS Grade	00–12 (K = 00)	1 and 2
26	Test Purpose	1 = Initial Assessment 2 = Annual Assessment 4 = Annual Assessment “outside the window” 5 = Test Purpose Unknown	1 and 2
29	Date Testing Completed	mmddyyyy	1 and 2
30	Date First Enrolled in USA School	yyyymmdd	2
37	Listening	Most Recent Previous CELDT Performance Level 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced	1
38	Speaking		
39	Reading		
40	Writing		
41	Overall		
105	Listening	CELDT Performance Level 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced	1 and 2
106	Speaking		
107	Reading		
108	Writing		
109	Overall		

Consequences of Not Meeting AMAOs

The ESEA requires that all Title III-funded LEAs and consortia annually meet Title III accountability criteria.

The federal waiver, issued in March 2014, permits California not to make AYP determinations for LEAs participating in the 2013–14 Smarter Balanced Field Test (exclusive of HSs and HS districts). These LEAs include:

- Elementary, middle, and unified school districts
- Direct-funded charter schools serving a combination of elementary, middle, and HS students
- Consortia comprised of LEAs and/or direct-funded charter schools serving elementary, middle, and HS students

The 2013–14 Title III Accountability reports for the above LEAs will display AMAO 3 results based on 2012–13 AMOs for the EL student group. Refer to Appendix A on page 35 for details about the 2013–14 Title III Accountability Year Status Determinations.

Notification of Parents

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 complete Title III Accountability reports. The consortium lead is responsible for ensuring that parents of ELs of all consortium members are notified if AMAOs are not met.

Development of an Improvement Plan

If a Title III-funded LEA or consortium does not meet one or more of the three AMAOs for two consecutive years, 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. This requirement can be

addressed via the Title III Year 2 Improvement Plan on the California Accountability and Improvement System (CAIS).

Modification of Curriculum and Instruction

If an LEA or consortium does not meet one or more of the three AMAOs for four consecutive years, it must also:

- Modify its curriculum, program, and method of instruction.

This requirement can be addressed via the Title III Year 4 Improvement Plan on the CAIS.

Changes to AMAO Consequences

For 2013–14 Title III Accountability reporting, there are three options for LEAs and consortia that have been identified as not meeting AMAOs in a prior year are as follows:

■ Advancing in AMAO Consequences

An LEA or consortium that begins the school year under AMAO consequences and does not meet all AMAOs for that school year will advance to the next year of AMAO consequences. For example, an LEA that was in Title III Year 2 in 2012–13 and did not meet all AMAOs as per the 2013–14 Title III Accountability reports will advance to Year 3 in 2013–14. This LEA must continue the interventions that began during Year 2 and address the Year 3 requirements.

■ Retaining prior year AMAO Status

For 2013–14 Title III Accountability reports, LEAs serving a combination of elementary, middle school, and HS students that met 2013–14 AMAOs 1 and 2 only but did not meet 2012–13 AMAO 3 results will retain their 2012–13 Title III Accountability year status.

LEAs retaining their Title III Year 1 through 11 status from 2012–13 will continue to notify parents of all ELs in the LEA or consortium that the AMAOs have not been met. In addition, LEAs retaining their prior year Title III Year 2 or Year 4 status should continue to implement the Improvement Plan and update as necessary. Refer to the 2013–14 Title III Accountability Year Status table on page 35 (Appendix A) for details.

■ **Exiting AMAO Consequences**

An LEA or consortium will exit AMAO consequences if it makes all AMAOs for the current year. A school exiting AMAO consequences will not be subject to Title III corrective actions. For example, an LEA that was under Title III Year 2 in 2012–13 and met all Title III Accountability in 2013–14 AMAOs will exit Title III Year 2 status in 2013–14 and will become Title III Year 0.

For further Title III program technical assistance, contact the CDE Language Policy and Leadership Office by phone at 916-319-0845.

Appendix A

2013–14 Title III Accountability Year Status Determinations

Local Educational Agency (LEA) Type	Did not meet AMAOs 1 and/or 2	Met AMAOs 1, 2 and 3 ¹	Met AMAOs 1 and 2 only (not AMAO 3)
Elementary (Elem), Middle School (MS), or Unified School Districts (USD)	Advance Title III Accountability Year Status	Exit Title III Year Status	Retain 2012–13 Title III Accountability Year Status ²
Direct-funded (DF) Charters serving a combination of Elem, MS, and HS students			
Consortia comprised of LEAs and/or DF charters serving Elem, MS, and HS students			

¹ The 2013–14 Title III Accountability AMAO 3 results are based on 2013 AYP AMOs for the EL student group.

² LEAs in Title III Year status 1 through 11 will continue to notify parents of all ELs in the LEA or consortium that the AMAOs have not been met. In addition, LEAs in Title III Year 2 or Year 4 status should continue to implement the Improvement Plan and update as necessary.

LEA Type	Did not meet AMAOs 1 and/or 2	Met AMAOs 1, 2 and 3 ³	Met AMAOs 1 and 2 only (not AMAO 3)
HS LEAs or DF charter LEAs serving only HS students	Advance Title III Accountability Year Status	Exit Title III Year Status	Advance Title III Accountability Year Status ⁴
Consortia comprised of LEAs and/or DF charters serving only HS students			

³ The 2013–14 Title III Accountability AMAO 3 results are based on 2014 AYP AMOs for the EL student group.

⁴ LEAs in Title III Year Status 1 through 11 should continue to follow the consequences of not meeting AMAOs as provided on pages 32–34.

Appendix B

Confidence Interval Table for 2013–14 Title III Accountability

For LEAs or Consortia with Fewer than 30 Students for AMAO 1 or AMAO 2

To use the table, determine the number of scores in the cohort and then look under the appropriate column to determine the number in the cohort that is required to meet the AMAO criteria in order 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	1
8	2	0	1
9	2	0	1
10	2	0	1
11	3	0	2
12	3	0	2
13	4	0	2
14	4	0	3
15	4	0	3
16	5	0	3
17	5	0	4
18	6	1	4
19	6	1	4
20	7	1	5
21	7	1	5
22	8	1	5
23	8	1	6
24	9	1	6
25	9	1	7
26	9	1	7
27	10	2	7
28	10	2	8
29	11	2	8

Appendix C

2013–14 Title III Accountability Reports

Local Educational Agency (LEA) Level Data

Release Date: LEA: September 30, 2014

County: San Duan Unified, San Duan
99-99999-0000000

CDS Code: School-level Data: <http://dq.cde.ca.gov/dataquest/t3/dtl.aspx?rt=lea&cds=34674390000000&schyear=2011-12>

DataQuest Help: http://preview.cde.ca.gov/title3/needhelp.asp#print_tips

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 2013–14 Annual CELDT Takers	7,465
Number with Required Prior CELDT Scores	7,426
Percentage with Required Prior CELDT Scores	99.5%
Number in Cohort Meeting Annual Growth Target	4,939
Percentage Meeting AMAO 1 in LEA	66.5%
2013–14 Target	59.0%

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 2013–14 English Learners in Cohort	5,102
Number in Cohort Attaining the English Proficient Level	1,225
Percentage in Cohort Attaining the English Proficient Level	24.1%
2013–14 Target	22.8%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2013–14 English Learners in Cohort	3,042
Number in Cohort Attaining the English Proficient Level	1,519
Percentage in Cohort Attaining the English Proficient Level	50.0%
2013–14 Target	49.0%
Cohort Met Target	Yes

Met Targets for AMAO 2 **Yes**

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level

English-Language Arts

Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	Yes

Mathematics

Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	Yes

Met Graduation Rate for English Learner student group	Yes
Met Targets for AMAO 3	Yes
Special Conditions	DW
AYP Year	13

Met All AMAO Criteria

Met all AMAOs	Yes
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Number of Consecutive Years Not Meeting AMAOs

Number of Years	0
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Note: If less than 65 percent of the 2013 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).

Special Conditions:

DW = The entity was granted a one year determination waiver due to the 2013–14 Smarter Balanced Assessment Consortia field test. This waiver allows LEAs that are Title III funded during the 2013–14 year but not identified as a high school LEA or consortia for 2014 AYP determinations, to maintain their 2012–13 Title III Accountability Year Status when AMAO 1 and AMAO 2 are met, but AMAO 3 is missed.

CY = The entity was Title III funded for 2013–14 year (current year) but did not receive Title III funds for 2012–13 (prior year), did not receive a 2014 AYP determination, met the current year targets for AMAO 1 and AMAO 2, and failed to meet the prior year targets for AMAO 3 determinations made based on 2013 AYP. Because the entity was not Title III funded for 2012–13, the prior year AMAO 3 results are not considered in determining the entity’s status and placement under Title III for 2013–14 and the entity is given a placement year of '0' because it met the current year targets for AMAO 1 and AMAO 2.

AYP Year

The year of AYP data used to make the AMAO 3 determination.

13 = 2013 AYP

14 = 2014 AYP

Blank=neither 2013 nor 2014 AYP were available.

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

Questions: AMAO Team | AMAO@cde.ca.gov | 916-323-3071

<http://www.cde.ca.gov/re/di/ws/webpolicy.asp>

California Department of Education Contacts and Related Internet Pages

Topic	Contact
<ul style="list-style-type: none"> • API and AYP Calculations • AYP Appeals and Accountability Workbook 	Academic Accountability Unit Telephone: 916-319-0863 Web page: http://www.cde.ca.gov/ta/ac/ay E-mail: aauc@cde.ca.gov
<ul style="list-style-type: none"> • CAASPP Program 	California Assessment of Student Performance and Progress Office Telephone: 916-445-8765 Web page: http://www.cde.ca.gov/ta/tg/sa E-mail: caaspp@cde.ca.gov
<ul style="list-style-type: none"> • CALPADS 	CALPADS/CBEDS/CDS Operations Office Telephone: 916-324-6738 Web page: http://www.cde.ca.gov/ds/sp/cl/ E-mail: calpads@cde.ca.gov
<ul style="list-style-type: none"> • Charter Schools 	Charter Schools Grants and Fiscal Office Telephone: 916-322-6029 Web page: http://www.cde.ca.gov/sp/cs/ E-mail: charters@cde.ca.gov
<ul style="list-style-type: none"> • DataQuest Access 	Data Reporting Office Telephone: 916-327-0193 Web page: http://dq.cde.ca.gov/dataquest/ E-mail: dro@cde.ca.gov
<ul style="list-style-type: none"> • AMAO Targets and Criteria • Title III Accountability Calculations and Reporting 	Data Visualization and Reporting Office Telephone: 916-323-3071 Web page: http://www.cde.ca.gov/ta/ac/t3 E-mail: amao@cde.ca.gov

Topic	Contact
<ul style="list-style-type: none"> • CELDT Program • DRM 	<p>English Proficiency and Alternate Assessment Office</p> <p>Telephone: 916-319-0784 Web page: http://www.cde.ca.gov/ta/tg/el E-mail: celdt@cde.ca.gov</p>
<ul style="list-style-type: none"> • CAHSEE 	<p>High School and Physical Fitness Assessment Office</p> <p>Telephone: 916-445-9449 Web page: http://www.cde.ca.gov/ta/tg/hs E-mail: cahsee@cde.ca.gov</p>
<ul style="list-style-type: none"> • Consortia application • ESEA Title III Program and Technical Assistance • Title III apportionments 	<p>Language Policy and Leadership Office</p> <p>Telephone: 916-319-0845 Web page: http://www.cde.ca.gov/sp/el/t3</p>

Glossary of Terms and Acronyms

AA	The CELDT is given once each year to ELs as an annual assessment (AA) of their progress toward English language proficiency. AA data are included in both AMAO 1 and AMAO 2 calculations.
AAU	The Academic Accountability Unit (AAU) is an office in the CDE that calculates and reports the API and AYP reports.
AMAO	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 student group at the LEA level. AMAOs 1 and 2 are based on CELDT results. 2013–14 AMAO 3 is based on data from the CAPA, and/or the CAHSEE for HS LEAs.
AMOs	Schools, LEAs, the state, and numerically significant student groups must meet percent proficient targets (or Annual Measurable Objectives [AMOs]) in ELA and mathematics on the assessments used in AYP calculations.
API	The Academic Performance Index (API) is the school accountability measurement under California’s Public School Accountability Act of 1999.
APR	The Academic Progress Reporting (APR) system provides an integrated approach to reporting results for state and federal accountability requirements and includes API, AYP, PI, and Title III reports.
AYP	Adequate Yearly Progress (AYP) is the federal accountability measure with a series of annual academic performance targets established for LEAs and the state. Under AMAO 3 of Title III of the ESEA, LEAs are required to meet or exceed academic requirements of the EL student group in order to meet AYP annually.
CAASPP	California Assessment of Student Performance and Progress (CAASPP) is the California’s new statewide assessment system established by EC 60640. The CAASPP includes Smarter Balanced, CST, CMA, and CAPA.
CAHSEE	The California High School Exit Examination (CAHSEE) is administered to all students in grade ten and to students in grades eleven and twelve if they did not pass the CAHSEE in grade ten.
CAIS	California Accountability & Improvement System (CAIS) is a web-based support system used to review school plans and monitor compliance documentation for schools (public and non-public), districts, and county offices that receive funding for certain programs.
CALPADS	California Longitudinal Pupil Achievement Data System (CALPADS) is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CAPA	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the general CAASPP assessments, even with accommodations or modifications.
CDE	The California Department of Education (CDE) is the state education agency for California.
CELDT	The California English Language Development Test (CELDT) is the state test of English language proficiency that LEAs in California are required to administer to newly enrolled students whose primary home language is not English and to any student who is an EL 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 the calculations for AMAOs 1 and 2.
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 a student in learning English.
CMA	The California Modified Assessment (CMA) is an alternate assessment of the California content standards based on modified achievement standards for students with an individualized education program who meet the State Board of Education adopted eligibility criteria.
COE	A county office of education (COE) administers educational programs and coordinates with schools and school districts at the county office level.
Consortium	<p>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 an 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.</p> <p>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.</p>
CST	The California Standards Test (CST) is a set of tests annually administered to students in grades two through twelve. It includes the content areas of English-language arts, mathematics, history-social science, and science.
CY	Current Year – The entity was Title III funded for 2013–14 year (current year) but did not receive Title III funds for 2012–13 (prior year), did not receive a 2014 AYP determination, met the current year targets for AMAO 1 and AMAO 2, and failed to meet the prior year targets for AMAO 3 determinations made based on 2013 AYP. Because the entity was not Title III funded for 2012–13, the prior year AMAO 3 results are not considered in determining the entity's status and placement under Title III for 2013–14 and the entity is given a placement year of '0' because it met the current year targets for AMAO 1 and AMAO 2.

Domains	The CELDT assesses four domains in kindergarten through grade twelve: listening, speaking, reading, and writing.
DRM	The Data Review Module (DRM) is an online data correction application for the CELDT used to correct demographic and testing data for students whose answer books were submitted by the AA window deadlines.
DVRO	Data Visualization and Reporting Office (DVRO) is an office in the CDE that calculates and reports the Title III Accountability reports.
DW	Determination Waiver – The entity was granted a one year determination waiver due to the 2013–14 Smarter Balanced Assessment Consortia field test. This waiver allows LEAs that are Title III funded during the 2013–14 year but not identified as a high school LEA or consortia for 2014 AYP determinations, to maintain their 2012–13 Title III Accountability Year Status when AMAO 1 and AMAO 2 are met, but AMAO 3 is missed.
EC	California <i>Education Code</i>
ED	The U. S. Department of Education
EL	An English learner (EL) is a student with a primary language other than English who is not yet proficient in English.
ELA	English-language arts (ELA) is a content area of CAASPP and CAHSEE assessments.
ESEA	Title III of the Elementary and Secondary Education Act (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 ELs 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.
ELD Standards	The English Language Development (ELD) standards, adopted by the State Board of Education in 1999, define what ELs in California public schools must know as they progress toward full fluency 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.
IA	The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment (IA) of English language fluency. AMAO 2 calculations include initial CELDT takers tested during the AA window if they are classified as EL.

IFEP	Initial Fluent English Proficient (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.
LEA	A local educational agency (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.
LEP	The Title III limited-English proficient (LEP) student program is provided for LEP students, referred to as ELs in California, to help them attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.
NCLB	No Child Left Behind (NCLB) is a United States Act of Congress that is a reauthorization of the ESEA, the government's flagship aid program for disadvantaged students including the ELs.
ODS	Operational Data Store (ODS) is a database in CALPADS that houses all student data, both past and present.
PI	LEAs and consortia that have failed to meet Title III Annual Measurable Achievement Objectives (AMAOs) for two consecutive years are in program improvement (PI) status and are required to develop an Improvement Plan that will ensure the LEA or consortia will meet AMAOs in the future.
RFEP	Reclassified Fluent English Proficient (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.