Title III Accountability 101

September 22, 2011
Presentation Overview

• Purpose
• Laws and Regulations
• History and Changes to CELDT and Title III Accountability
• Title III Accountability Requirements
• Title III Accountability Reports
• CELDT and Title III Accountability Results
• Title III Technical Assistance
• Regional Title III County Offices of Education (COEs) Lead Network Serving Identified LEAs
• Contact Information
Purpose

Title III of the Elementary and Secondary Education Act provides supplemental funding to local educational agencies (LEAs) to implement language instruction educational programs designed to help English learners (ELs) and immigrant students attain English language proficiency (ELP) and meet the state’s academic and content standards.
Title III Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act:

- Subpart 1 Grants and Subgrants for English Language Acquisition and Language Enhancement
  - Section 3111 Formula Grants to States
- Subpart 2 Accountability and Administration
  - Sections 3121 and 3122 Evaluations, Achievement Objectives, and Accountability
History and Changes to CELDT and Title III Accountability

- 1999–00: English-language Development (ELD) standards adopted
- 2001: CELDT implemented
- 2003: Annual measurable achievement objectives (AMAOs) implemented
- 2006–07: Common scale, scale score ranges by grade established, performance level cut scores for the CELDT updated; and target structures for AMAOs revised
History and Changes to CELDT and Title III Accountability (Cont.)

- 2008: Notice of Final Interpretations changes Title III Accountability requirements: includes kindergarten and grade one (K-1) Reading and Writing and new AMAO 2 cohort definition
- 2009–10: New K–1 overall score and English proficiency definition on the CELDT, revised AMAO 2 target structure, and AMAO 2 cohorts that include all ELs
Title III Accountability Requirements

State educational agency must:

• Establish ELP standards
• Conduct Annual Assessment (AA) of each EL served under Title III
• Define three AMAOs
• Hold Title III-funded LEAs accountable for meeting all three AMAOs
• Provide ongoing technical assistance to LEAs not meeting AMAOs for two or more consecutive years
California’s English Language Proficiency Assessment

CELDT

- Serves as Initial and AA for ELs from kindergarten through grade twelve
- Items aligned to the California ELD Standards
- Four domains: Listening, Speaking, Reading, and Writing (L,S,R,W), each weighted 25%*
  - *K-1: L, S weighted 45%; R, W weighted 5%
- Five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced
CELDT Criterion

English Proficient Level on the CELDT (a.k.a. CELDT criterion):

- Overall Early Advanced or Advanced, and
- All four domain performance levels at Intermediate or above*

*For K–1, only listening and speaking at Intermediate level or above
AMAOs

Three AMAOs:

- AMAO 1 – Making annual progress in learning English
- AMAO 2 – Attaining English proficiency
- AMAO 3 – Meeting Adequate Yearly Progress (AYP) for EL subgroup
AMAO 1
Making Annual progress in learning English

• Measured by the CELDT
• Each EL has an annual growth expectation based on their previous CELDT score
• Previous CELDT score may be from a year other than immediately preceding year but not prior to 2006–07 (Beginning in 2009–10)
AMAO 1 (Cont.)
Annual growth expectation for ELs

- ELs at Beginning, Early Intermediate, or Intermediate levels must gain one proficiency level.
- ELs at Early Advanced (EA) and Advanced (A) must reach the English proficient level.
- ELs at English proficient level are expected to maintain that level until they are reclassified.
## AMAO 1 Criteria

<table>
<thead>
<tr>
<th>Previous CELDT Overall Level</th>
<th>Annual Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Early Intermediate</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Early Advanced</td>
</tr>
<tr>
<td>Early Advanced or Advanced, and <em>not</em> English Proficient</td>
<td>English Proficient</td>
</tr>
<tr>
<td>English Proficient</td>
<td>Maintain English Proficient Level</td>
</tr>
</tbody>
</table>
AAMO 1 Targets

Targets for AAMO 1

Percent of Students to Meet Annual Growth Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>51</td>
</tr>
<tr>
<td>2004-05</td>
<td>51.5</td>
</tr>
<tr>
<td>2005-06</td>
<td>52</td>
</tr>
<tr>
<td>2006-07</td>
<td>48.7</td>
</tr>
<tr>
<td>2007-08</td>
<td>50.1</td>
</tr>
<tr>
<td>2008-09</td>
<td>51.6</td>
</tr>
<tr>
<td>2009-10</td>
<td>53.1</td>
</tr>
<tr>
<td>2010-11</td>
<td>54.6</td>
</tr>
<tr>
<td>2011-12</td>
<td>56</td>
</tr>
<tr>
<td>2012-13</td>
<td>57.5</td>
</tr>
<tr>
<td>2013-14</td>
<td>59</td>
</tr>
</tbody>
</table>

Title III Accountability 101
AMAO 2
Attaining English proficiency

• Measured by the CELDT
• Early Advanced or Advanced level overall
• Domains of listening, speaking, reading, and writing are at Intermediate level or above*

*For K–1, only listening and speaking need to be at Intermediate level or above
AAMAO 2 Cohorts

• Include all ELs
• Two cohorts with different targets:
  – ELs who have been in language instruction educational programs for less than 5 years
  – ELs who have been in language instruction educational programs for 5 years or more
• LEA must meet targets for both cohorts to meet AAMAO 2
AMAO 2 Targets
AMAO 3
Meeting AYP for EL subgroup

- Measured by:
  - California Standards Tests (CSTs)
  - California Modified Assessment (CMA)
  - California Alternate Performance Assessment
  - California High School Exit Examination

- EL subgroup for AYP includes reclassified fluent English proficient students until they score Proficient or above three times on the CST-English-language arts (ELA) or CMA-ELA.
AMAO 3 (Cont.)

- **ELA**
  - ✅ Participation rate
  - ✅ Percent Proficient or above
- **Mathematics**
  - ✅ Participation rate
  - ✅ Percent Proficient or above
AMAO 3: AYP Targets in ELA
(Unified School Districts)

English-Language Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>12.0%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>12.0%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>23.0%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>34.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>45.0%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>56.0%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>67.0%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>78.0%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>89.0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title III Accountability 101
AMAO 3: AYP Targets in Math (Unified School Districts)
Title III Accountability Reports

- Preliminary results for AMAOs 1 and 2 released in June
- Complete Title III Accountability Report released in September
- Reports only Title III-funded subgrantees
  - Direct funded LEAs (Districts, COEs, direct-funded charter schools)
  - Consortia
Title III Accountability Report Information Guide

- Designed to help educators, policymakers, and members of the public understand the Title III Accountability reports
- Includes requirements, detailed explanations, and sample report
Title III Accountability Sample Report – AMAO 1 Section

2010-11 Title III Accountability Data
Local Educational Agency (LEA) Data

<table>
<thead>
<tr>
<th>School-level Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA:</td>
<td>Sand Dunes Unified</td>
</tr>
<tr>
<td>County:</td>
<td>Ocean</td>
</tr>
<tr>
<td>CDS Code:</td>
<td>75-12345-000000</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 2010-11 Annual CELDT Takers</td>
<td>10,312</td>
</tr>
<tr>
<td>Number with Required Prior CELDT Scores</td>
<td>9,160</td>
</tr>
<tr>
<td>Percentage with Required Prior CELDT Scores</td>
<td>88.8%</td>
</tr>
<tr>
<td>Number in Cohort Meeting Annual Growth Target</td>
<td>5,126</td>
</tr>
<tr>
<td>Percentage Meeting AMAO 1 in LEA</td>
<td>56.0%</td>
</tr>
<tr>
<td>2010-11 Target</td>
<td>54.6%</td>
</tr>
<tr>
<td>Met Target for AMAO 1</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Title III Accountability 101
### 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Met/Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate for English Learner Subgroup</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient or Above for English Learner Subgroup</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate for English Learner Subgroup</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient or Above for English Learner Subgroup</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Targets for AMAO 3</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Met All AMAO Criteria</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Met all AMAOs</td>
<td></td>
</tr>
</tbody>
</table>

### Number of Consecutive Years Not Meeting AMAOs

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>0</th>
</tr>
</thead>
</table>
Annual CELDT Scores 2006–2010

If you have any questions about the information just shared, please type into the chat.
A MAO 1 Cohort Composition

**2006-07**
- Beginning: 40%
- Early Intermediate: 19%
- Intermediate: 17%
- EA/A not EP: 2%
- English Proficient: 2%

**2010-11**
- Beginning: 16%
- Early Intermediate: 19%
- Intermediate: 40%
- EA/A not EP: 3%
- English Proficient: 23%

Title III Accountability 101
Title III Accountability Results:
Percent ELs Making AMAO 1 Growth by Prior CELDT Level

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>58</td>
<td>64</td>
<td>62</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>(19%</td>
<td>16%)</td>
<td>(23%</td>
<td>19%)</td>
<td>(38%</td>
<td>40%)</td>
</tr>
<tr>
<td>Early Int.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>41</td>
<td>51</td>
<td>57</td>
<td>54</td>
<td>74</td>
</tr>
<tr>
<td>(38%</td>
<td>40%)</td>
<td>(2%</td>
<td>3%)</td>
<td>(19%</td>
<td>16%)</td>
</tr>
<tr>
<td>Eng. Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
% of AMAO 1 cohort (06/07 | 10/11)
Title III Accountability Results: Percent of LEAs Meeting AMAOs

Includes new AMAO 2 cohort definition & targets

<table>
<thead>
<tr>
<th>Met AMAO 1</th>
<th>Met AMAO 2</th>
<th>Met AMAO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>73%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>74%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>38%</td>
<td>37%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Title III Accountability Results:
Percent of LEAs meeting AMAOs
(Cont.)

Includes new AMAO 2 cohort definition & targets

Met AMAOs 1 & 2
Met All AMAOs (1, 2, 3)

CELDT
CELDT & academic tests

Title III Accountability 101
Title III Technical Assistance

Support services provided by:

• California Department of Education Language Policy and Leadership Office

• California Comprehensive Center at WestEd

• Network of Title III-funded Regional COE Leads
Title III Technical Assistance (Cont.)

Available for LEAs that fail to meet their AMAOs as follows:

• Year 2 LEA: missed one or more AMAOs for two consecutive years—addressed via Improvement Plan Addendum to LEA plan

• Year 4 LEA: missed one or more AMAOs for four consecutive years—addressed via Action Plan on California Accountability and Improvement System
Title III Technical Assistance (Cont.)

• 11 COEs funded by Title III state administrative monies to provide direct technical assistance to Year 2 and Year 4 LEAs

• Title III Regional COE Leads assist in data analysis and needs assessment, guide required improvement/modification process, and offer technical support and progress-monitoring to LEAs in Title III accountability status
Regional Title III COE Lead Network Serving Identified LEAs

- Region 1 – Sonoma COE (Patty Dineen) Lake COE (Stephanie Wayment)
- Region 2 – Butte COE (Holly Ahmadi)
- Region 3 – Sacramento COE (Jan Mayer)
- Region 4 – Contra Costa COE (Charlotte Ford) San Mateo COE (Denise Giacomini) Alameda COE (Cynthia Medina)
- Region 5 – Santa Clara COE (Yee Wan, Nancy Haig)
- Region 6 – San Joaquin COE (Olivia Sosa)
- Region 7 – Tulare COE (Guadalupe Solis, Laura Gonzalez)
- Region 8 – Kern COE (Elva Hennessee)
- Region 9 – San Diego COE (Monica Nava, Antonio Mora, Karla Groth)
- Region 10 – Riverside COE (Maritza Rodriguez, Jose Espinoza)
- Region 11 – LACOE (Magdalena Ruz-Gonzalez, Silvina Rubinstein)
**Purpose**: Provide practical guidance on research-supported best practices to ensure language, academic, and socio-cultural proficiency for ELs.

**Audience**: Administrators, teachers, resource teachers, school boards, teacher educators, PD providers, policy makers

CDE, 2010

Archived webinars at
http://www.cacompcenter.org/t3ta

Title III Accountability 101
Contact Information

Title III Accountability Office
Phone: 916-323-3071
AMAO e-mail: amao@cde.ca.gov
http://www.cde.ca.gov/ta/ac/t3/

Language Policy and Leadership Office
Phone: 916-319-0845
Title III Technical Assistance Web page:
http://www.cacompcenter.org/t3ta (Outside Source)

California Comprehensive Center, WestEd
http://www.cacompcenter.org (Outside Source)