



Title III Accountability 101

September 22, 2011



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State Superintendent
of Public Instruction

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



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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.



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Laws and Regulations

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



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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



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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



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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



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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



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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



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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



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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)



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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



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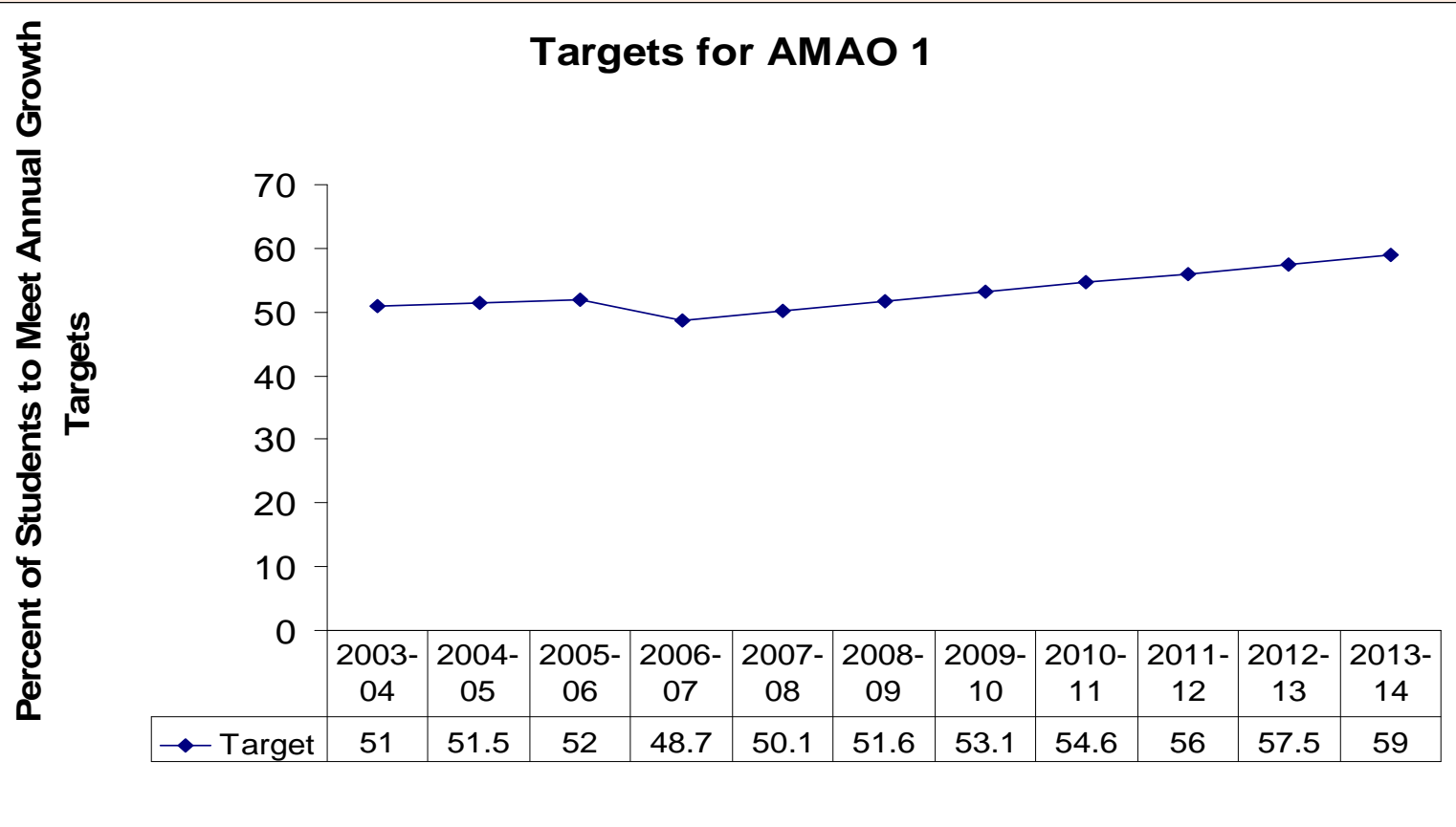
AMAO 1 Criteria

Previous CELDT Overall Level		Annual Growth Target
Beginning	➔	Early Intermediate
Early Intermediate	➔	Intermediate
Intermediate	➔	Early Advanced
Early Advanced or Advanced, and not English Proficient	➔	English Proficient
English Proficient	➔	Maintain English Proficient Level



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AMAO 1 Targets





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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



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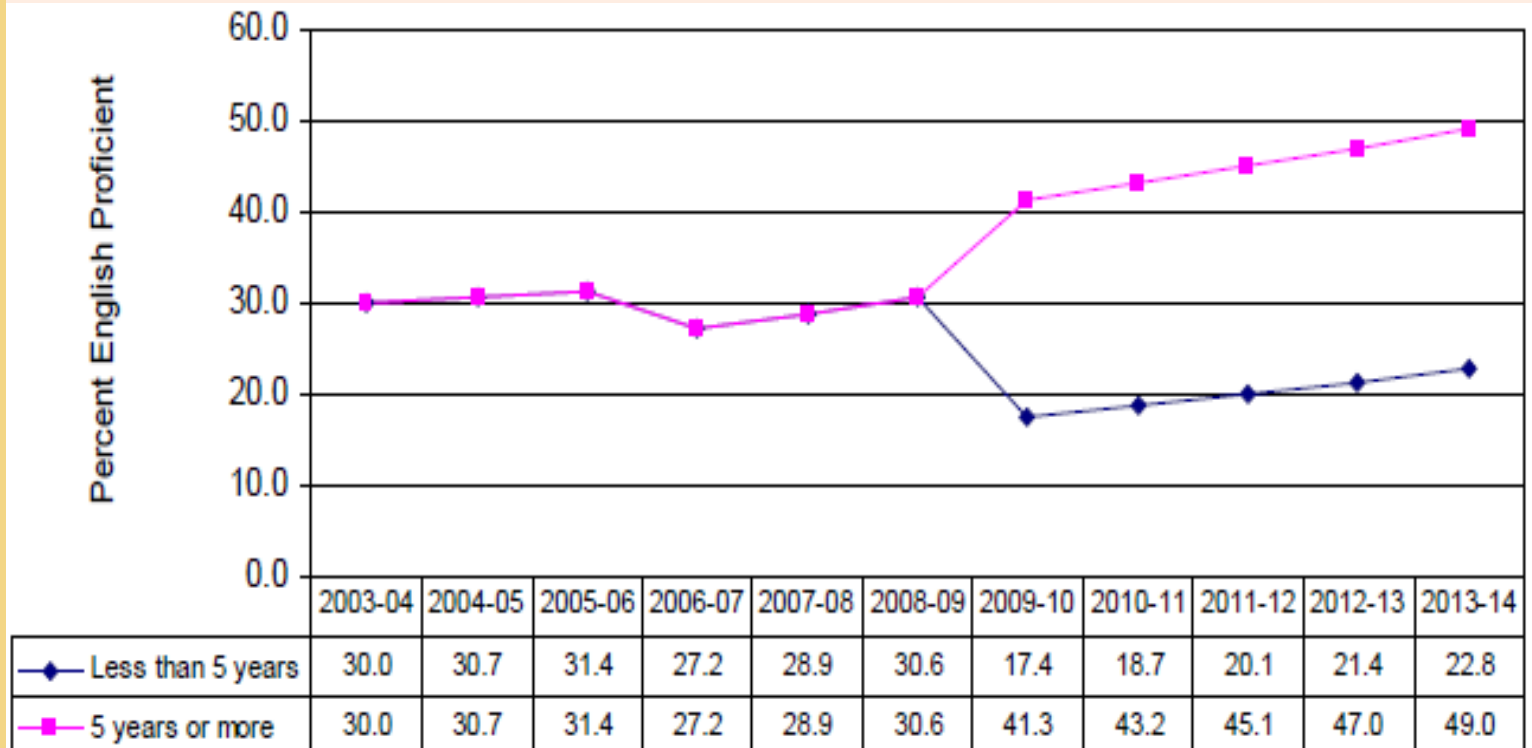
AMAO 2 Cohorts

- 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 AMAO 2



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AMAO 2 Targets





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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.



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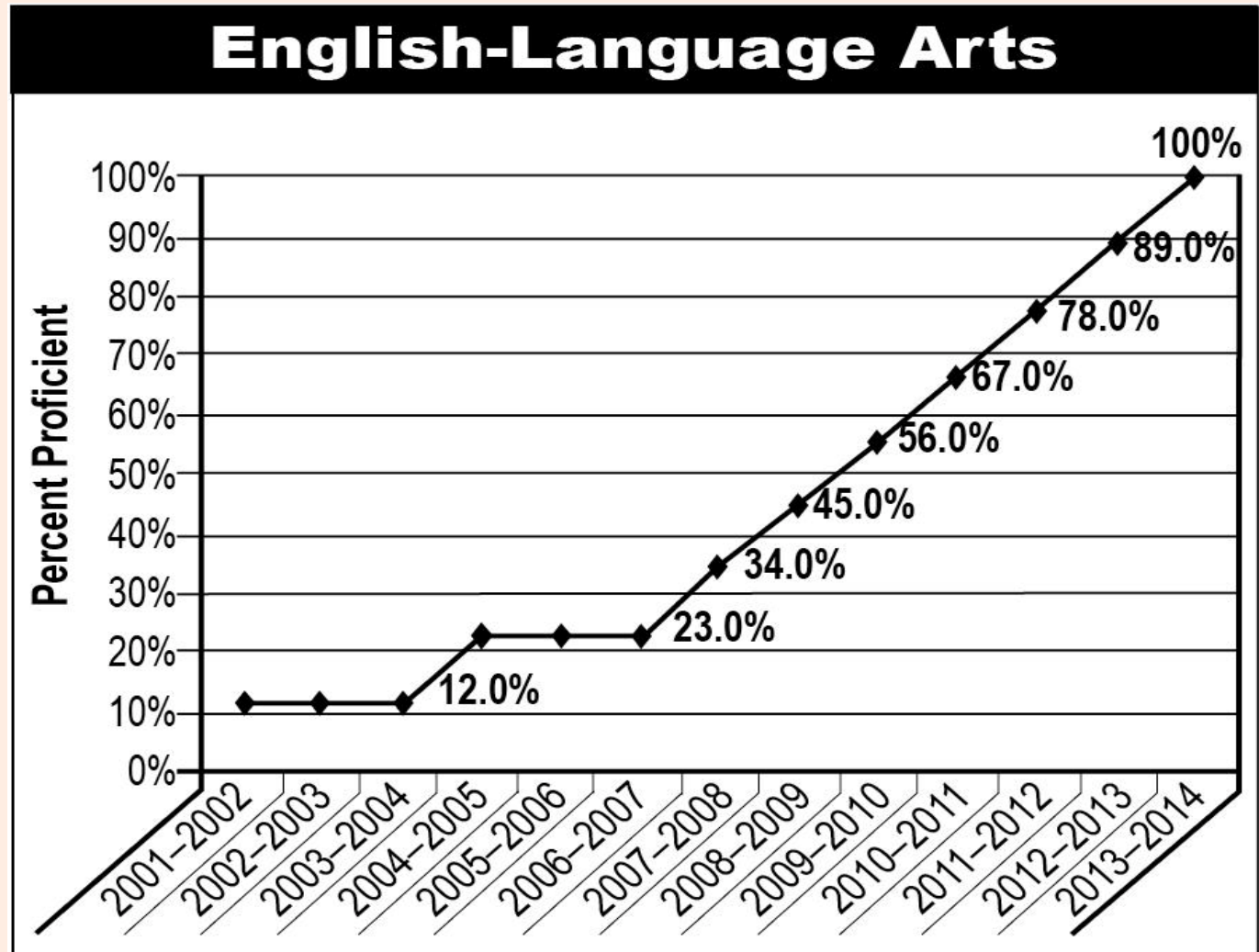
AMAO 3 (Cont.)

- ELA
 - ✓ Participation rate
 - ✓ Percent Proficient or above
- Mathematics
 - ✓ Participation rate
 - ✓ Percent Proficient or above



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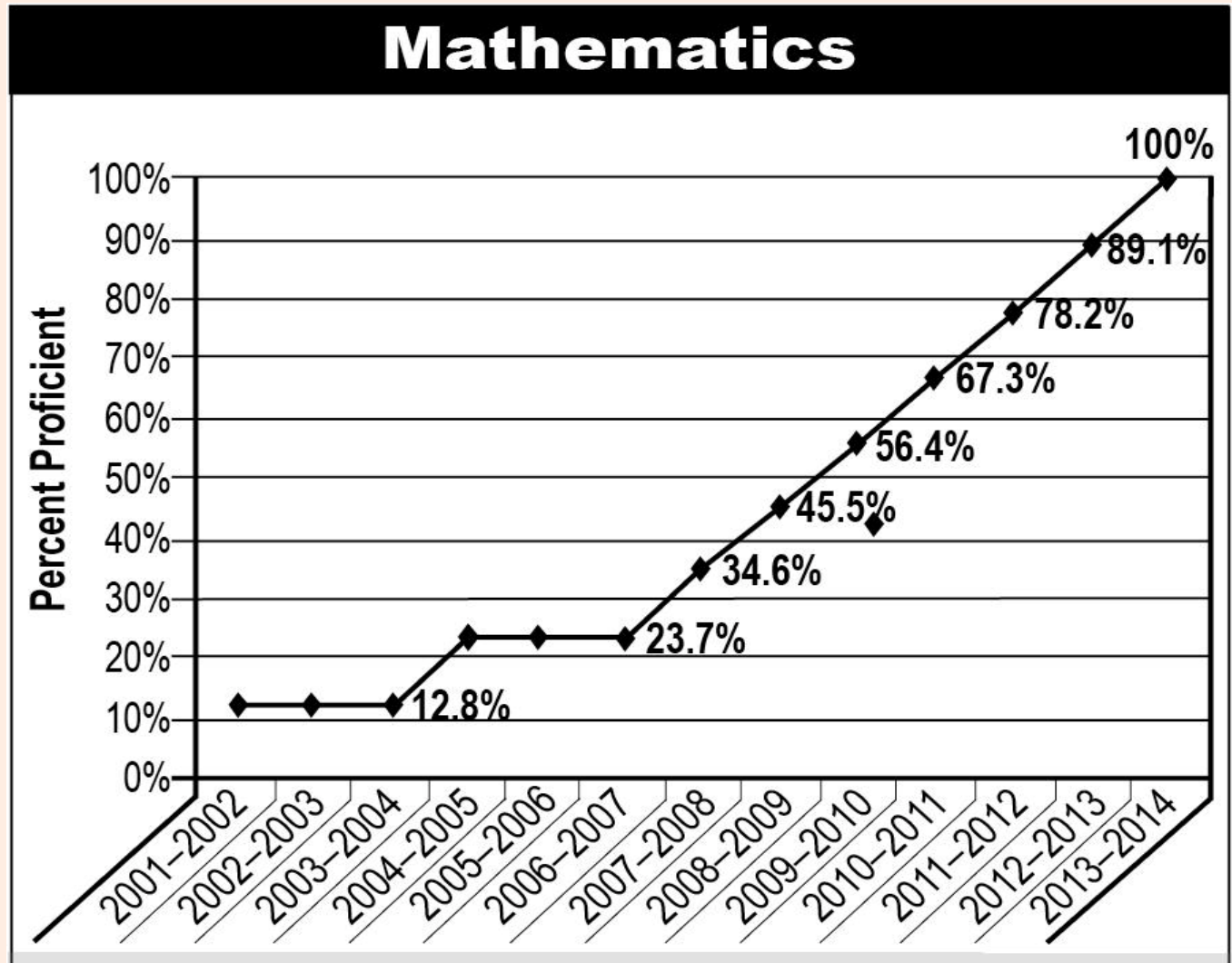
AMAO 3: AYP Targets in ELA (Unified School Districts)





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AMAO 3: AYP Targets in Math (Unified School Districts)





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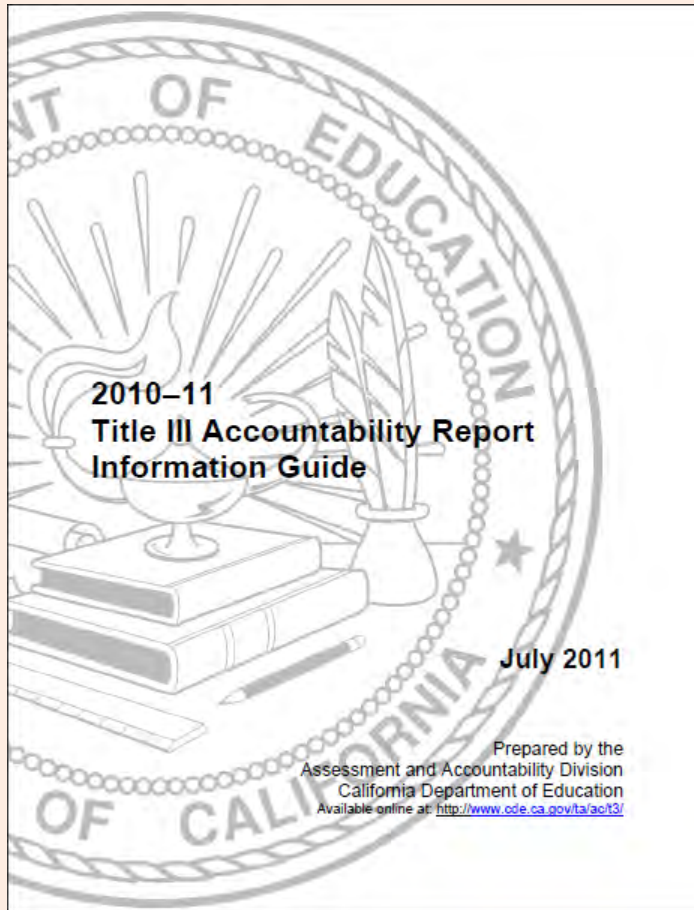
Title III Accountability Reports

- 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



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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



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Title III Accountability Sample Report – AMAO 1 Section



California Department of Education
Assessment and Accountability Division

Home » DataQuest » Title III Accountability Reports » 2010-11 Title III Accountability Data

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

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

[School-Level Data](#)

[DataQuest Help](#)

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

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

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



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Title III Accountability Sample Report – AMAO 2 Section

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



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Title III Accountability

Sample Report – AMAO 3 Section

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

English-Language Arts

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

Mathematics

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

Met Targets for AMAO 3 Yes

Met All AMAO Criteria

Met all AMAOs Yes

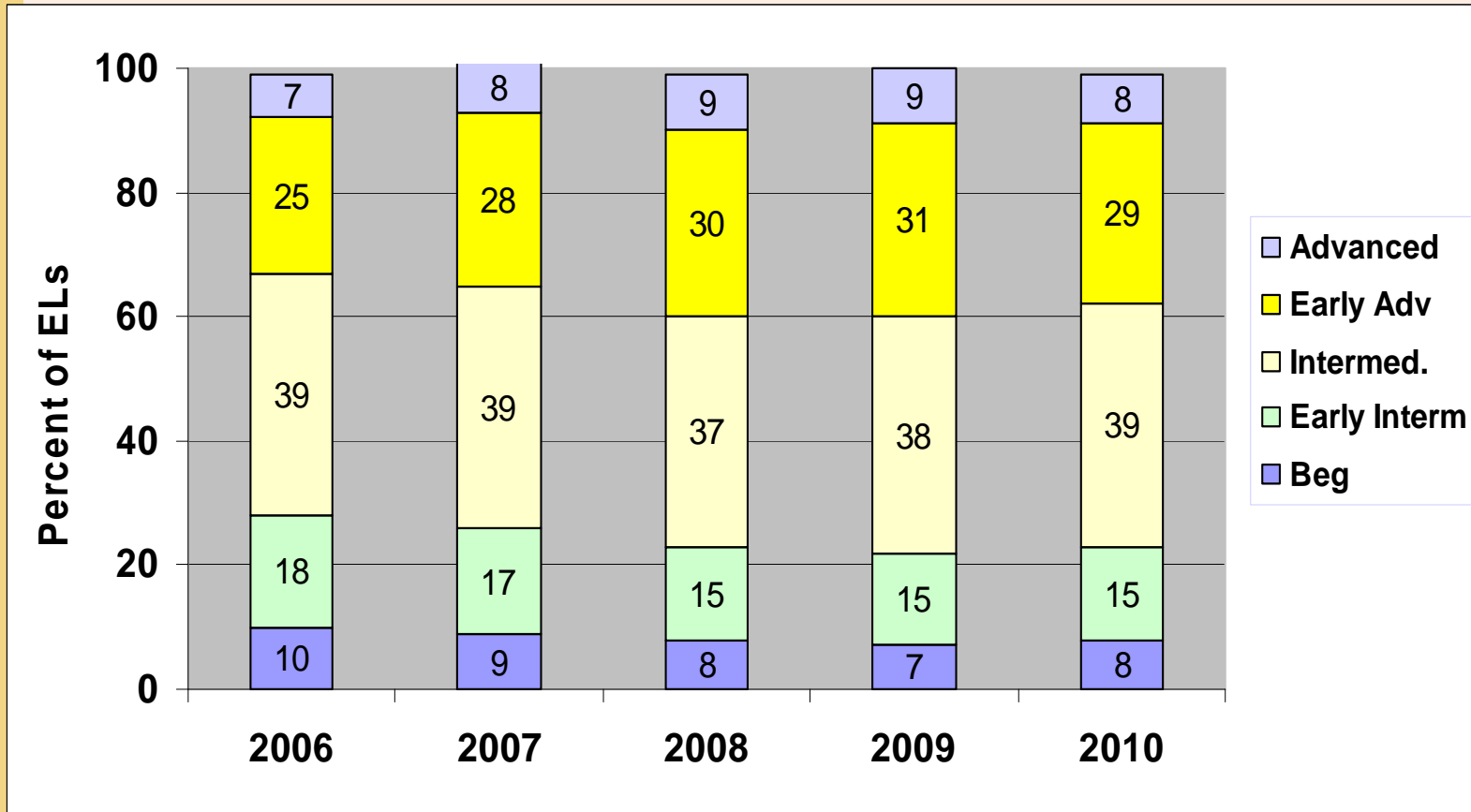
Number of Consecutive Years Not Meeting AMAOs

Number of Years 0



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Annual CELDT Scores 2006–2010

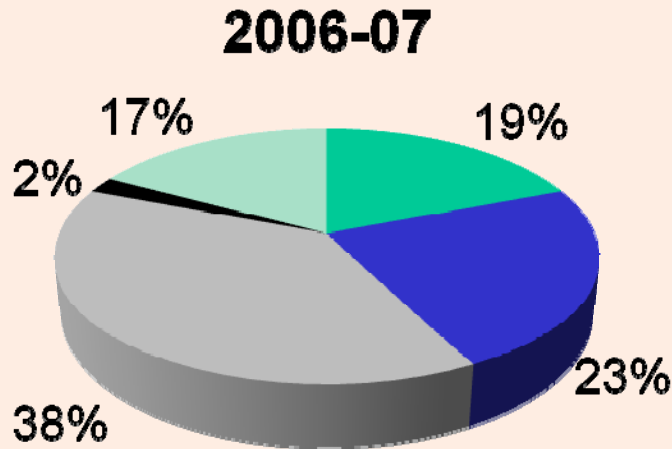


If you have any questions about the information just shared, please type into the chat.

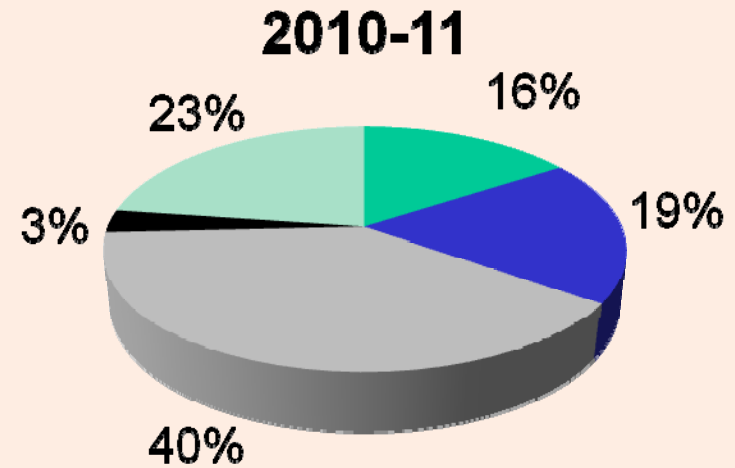


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AMAO 1 Cohort Composition



- Beginning
- Early Intermediate
- Intermediate
- EA/A not EP
- English Proficient

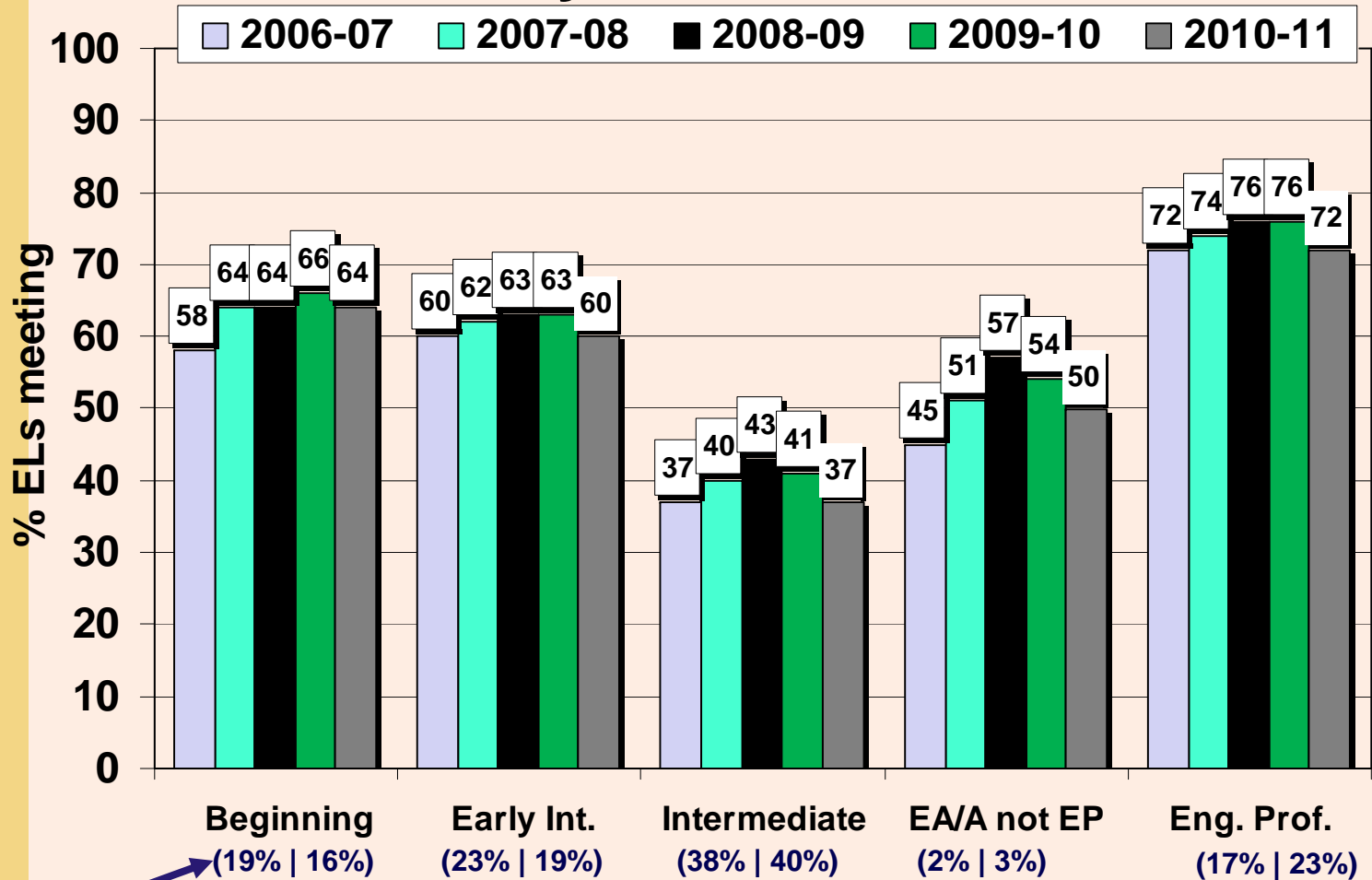


- Beginning
- Early Intermediate
- Intermediate
- EA/A not EP
- English Proficient



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

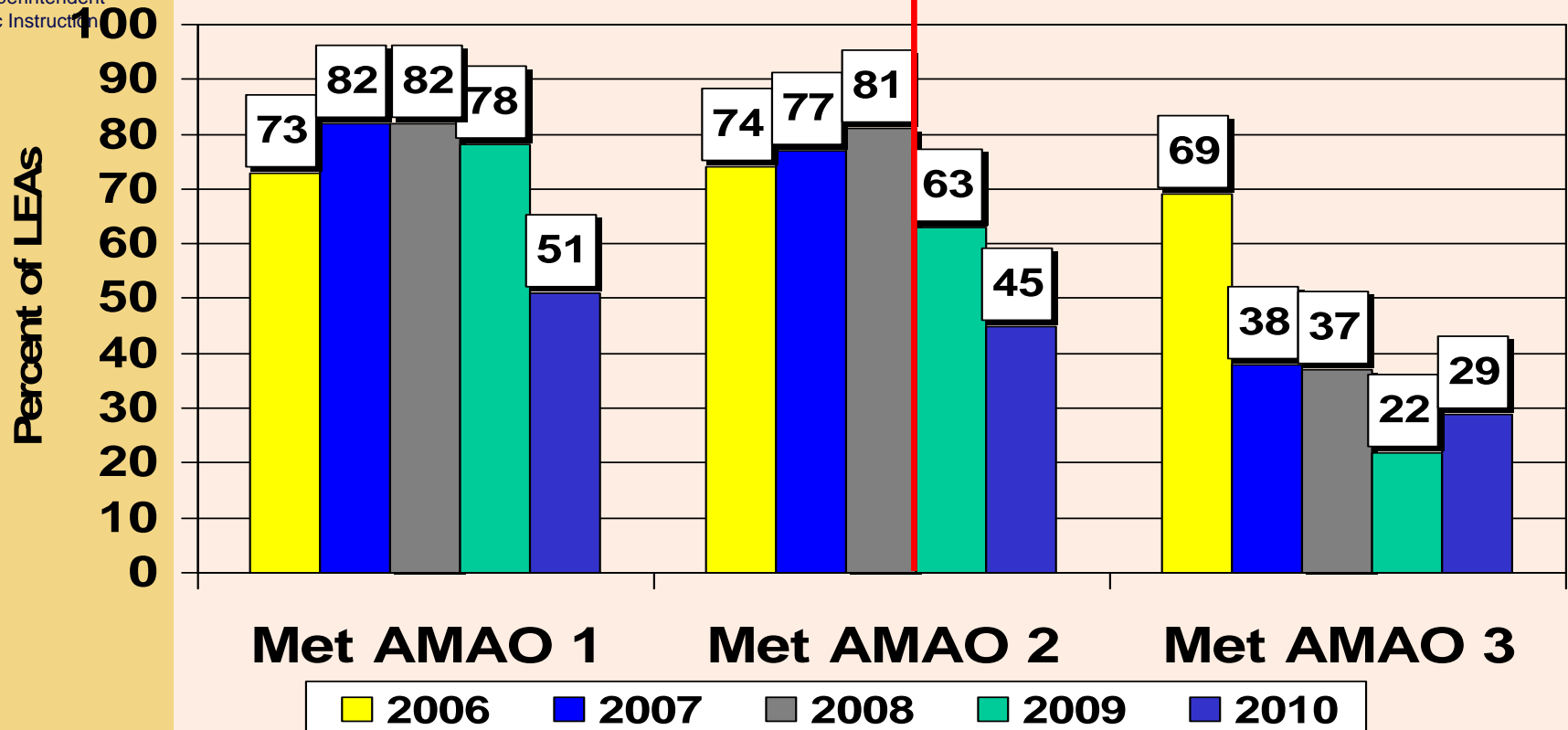


% of AMAO 1 cohort (06/07 | 10/11)



Title III Accountability Results: Percent of LEAs Meeting AMAOs

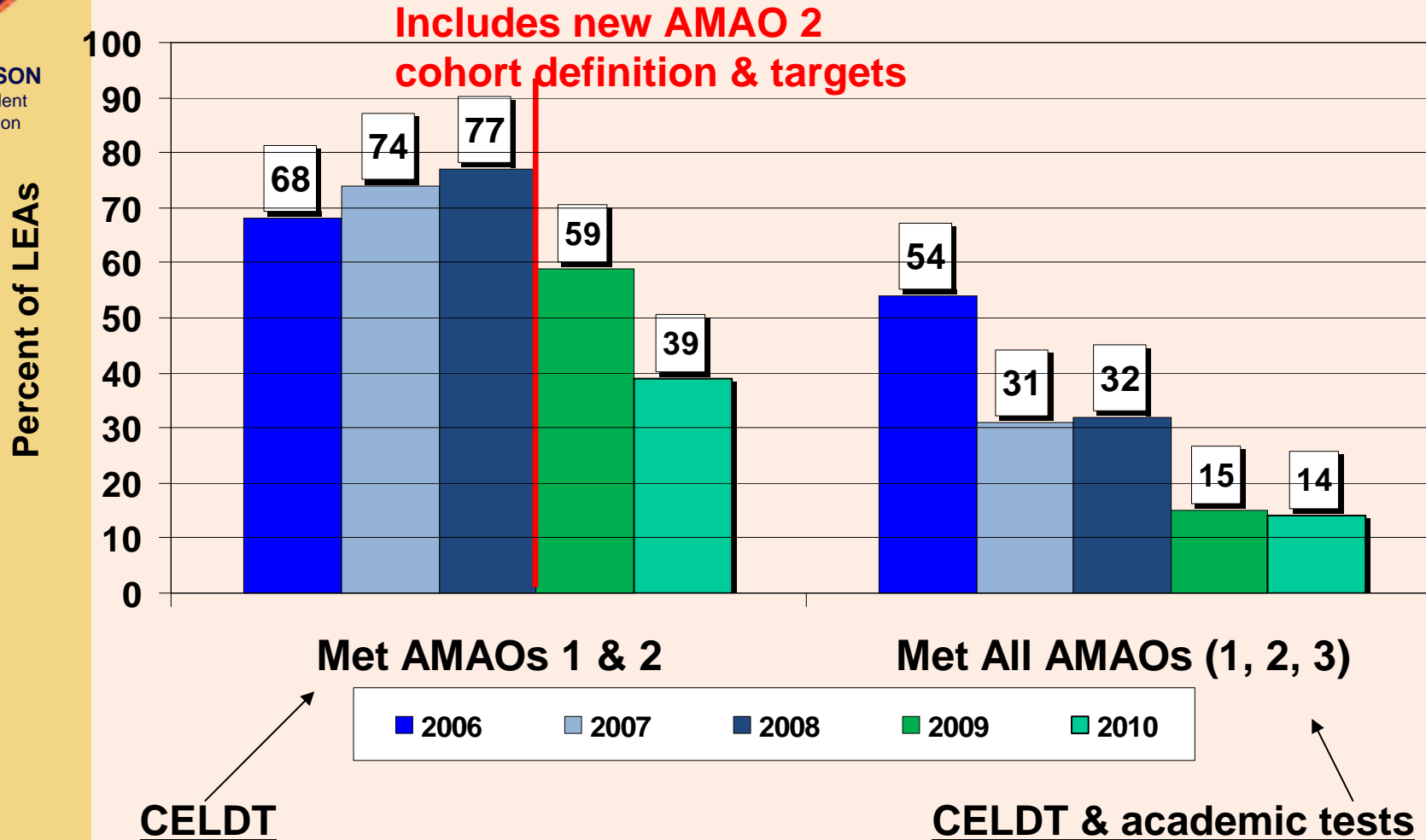
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Title III Accountability Results: Percent of LEAs meeting AMAOs (Cont.)





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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



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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



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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



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Regional Title III COE Lead Network Serving Identified LEAs

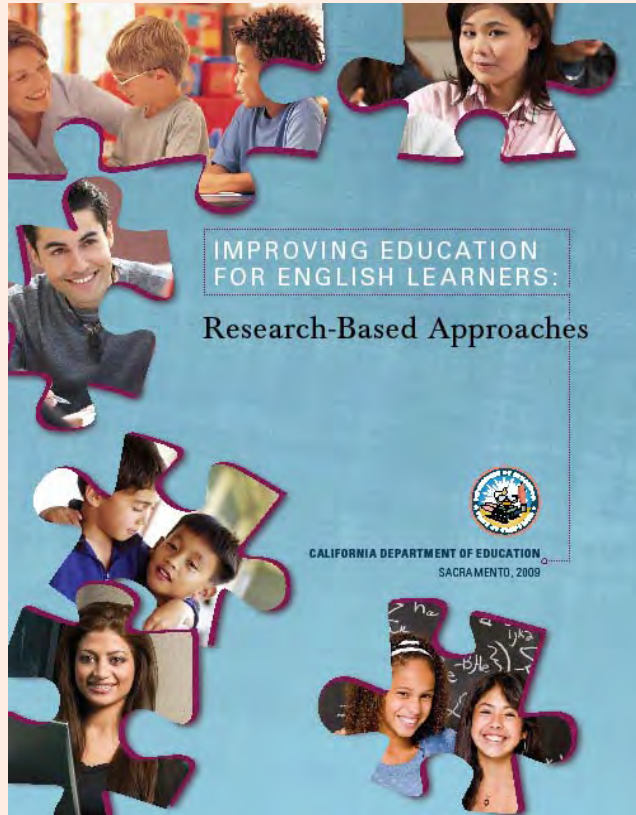
- Region 1 – Sonoma COE (Patty Dineen) Lake COE (Stephanie Wayment)
- Region 2 – Butte COE (Holly Ahmadi)
- Region 3 – Sacramento COE (Jan Mayer)
- Region 4 – Contra Costa COE (Charlotte Ford) San Mateo COE (Denise Giacomini) Alameda COE (Cynthia Medina)
- Region 5 – Santa Clara COE (Yee Wan, Nancy Haig)
- 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)





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Improving Education for English Learners: Research-Based Approaches



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>



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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)