

The background of the page features a large, faint watermark of the official seal of the California Department of Education. The seal is circular and contains the text "DEPARTMENT OF EDUCATION" at the top and "OF CALIFORNIA" at the bottom. In the center of the seal are several symbolic elements: a five-pointed star, a stack of three books, a lit oil lamp (representing knowledge and enlightenment), and a quill pen in a holder. The entire seal is rendered in a light gray tone.

**2005-06 Title III Accountability Report  
Information Guide**

**May 2006**

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

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**Introduction**

This guide is designed to help educators and interested members of the public to understand the 2005-06 Title III Accountability Reports. Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to local educational agencies (LEAs) to implement programs designed to help English learners (ELs) and immigrant students attain English proficiency and meet the state’s academic and content standards. Title III requires that each state:

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

**Title III AMAOs**

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

**Title III AMAOs for English Learners**

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

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

**CELDT**

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

The CELDT assesses listening and speaking skills in kindergarten and first grade. The test for students in grades two through twelve covers three skill areas: listening/speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas.

**CELDT Score Types**

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

There are five proficiency levels on the CELDT: beginning, early intermediate, intermediate, early advanced, and advanced; and four grade spans of the test (kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English language development (ELD) standards.

**CELDT Proficiency Levels**

Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

A student is defined as English proficient on the CELDT if both of the following are met.<sup>1</sup>

**English Proficient Level on CELDT**

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

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

**AMAO 1- Percent of ELs Making Annual Progress in Learning English**

AMAO 1 calculates the percentage of ELs making annual progress on the CELDT.

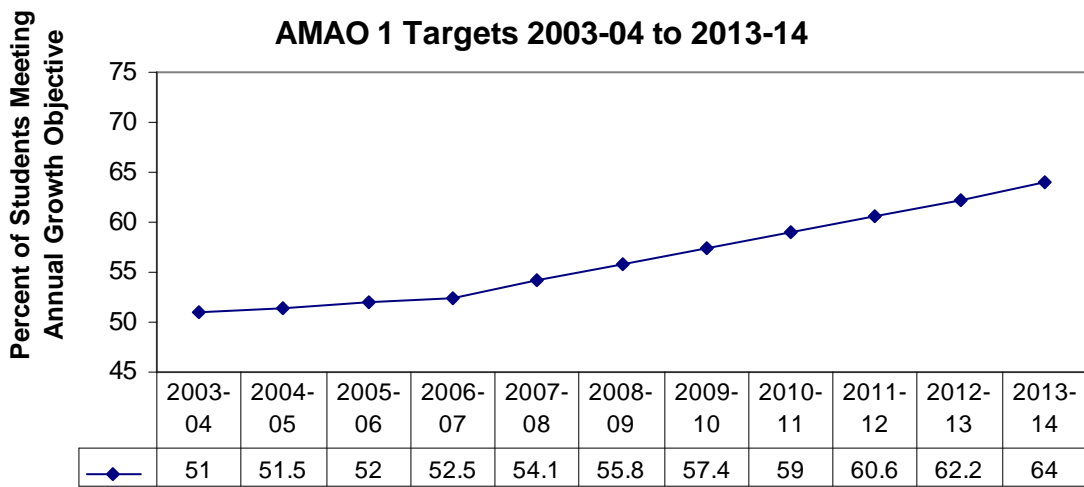
There are three ways for ELs to meet the annual growth target on CELDT depending upon what level they were at on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

**Annual Growth Target on CELDT**

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

<sup>1</sup> Students in kindergarten and first grade take only the Listening, Speaking skill area. For students in kindergarten and first grade both their overall proficiency level score and their Listening, Speaking score need to be at the Early Advanced or Advanced level to be considered at the English proficient level on the CELDT.

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



The AMAO 1 target for 2005-06 requires that 52 percent of ELs in the AMAO 1 cohort meet the annual growth target on the CELDT.

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

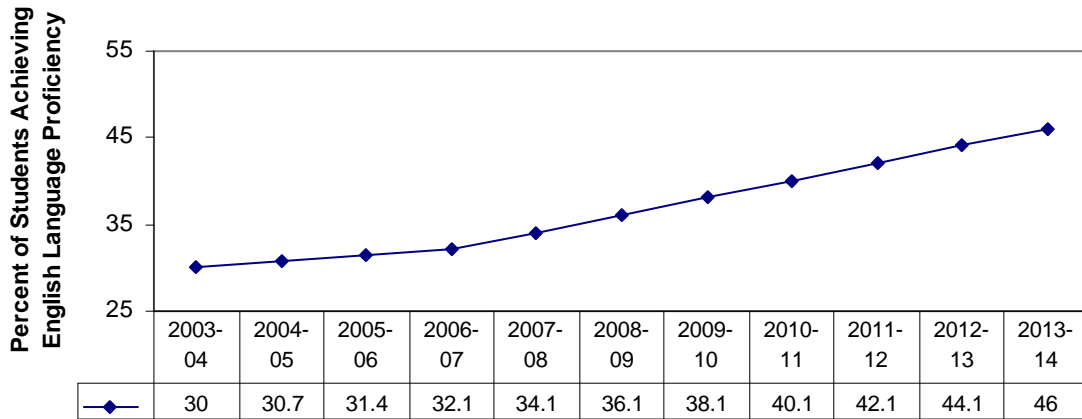
**AMAO 2 - Percent of ELs Attaining English Proficiency on CELDT**

AMAO 2 calculates the percentage of ELs attaining English proficiency on the CELDT. For the AMAO 2 it was necessary to define the cohort of students who could reasonably be expected to reach the English proficient level on CELDT at the time of the annual assessment. Four groups of students are combined into the cohort for AMAO 2:

- All ELs who were at the Intermediate level the prior year (2004)
- ELs at the Early Advanced or Advanced level who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate levels in the prior year (2004) who were first enrolled in U.S. schools four or more years ago (enrolled before July 1, 2001)
- ELs at the Beginning or Early Intermediate levels in the prior year, who entered U.S. schools after June 30, 2001, and who met the English proficient level in 2005

Refer to the flow chart in Appendix A for specific information on which students are included in the cohort for AMAO 2 in 2005-06.

**AMAO 2 Targets 2003-04 to 2013-14**



In order to meet AMAO 2, 31.4 percent or more of the ELs in the cohort must attain the English proficient level in 2005-06.

AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA Level

AMAO 3 holds the Title III LEAs accountable for meeting targets for the EL subgroup that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics. Title III accountability is at the LEA level only.

**2005-07 AYP Targets**

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

In order to meet AMAO 3, the LEA must meet the 2006 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

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

**Consequences of Not Meeting the AMAOs**

If an LEA does not meet one or more of the three AMAOs in any year, it must:

- Inform the parents of ELs that the LEA has not met the AMAOs.

This notification should be provided within 30 days of the public release of the Title III Accountability Reports. A sample parent notification letter is available in English and Spanish on the Title III Accountability Web site at <http://www.cde.ca.gov/sp/el/t3/>.

If an LEA fails to meet the AMAOs for two consecutive years (2004-05 and 2005-06), it must also:



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

The improvement plan addendum shall specifically address the factors that prevented the LEA from achieving the AMAOs. The plan may apply to targeted schools rather than the entire LEA if the particular factors that prevented the LEA from meeting the AMAOs warrant such an approach.

Those LEAs that do not meet the AMAOs for two consecutive years will be notified by the CDE and further information concerning the development of the Title III LEA Improvement Plan Addendum will be provided. The Language Policy and Leadership Office has developed the English Learner Subgroup Self Assessment (ELSSA) tool to help districts assess the programmatic, teaching, and learning needs of their ELs and revise their LEA Plan to meet Goals 1 and 2 of NCLB.<sup>3</sup>

If the LEA fails to meet the AMAOs for four consecutive years:

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

### **Appeals Process**

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

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

Submitting an AMAO appeal does not relieve LEAs of the obligation to notify parents within 30 days of the public release or to submit a Title III LEA Improvement Plan Addendum if it does not meet AMAOs for two consecutive years.

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<sup>3</sup> NCLB, Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

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

## Sample Title III Accountability Report



### 2005-06 Title III Accountability Report

California Department of Education  
Language Policy and Leadership Office  
Release Date: September 22, 2006

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

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

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

Number of 2005 Annual CELDT Takers	5,802
Number / Percent with Required Prior CELDT Scores	5,562 / 95.9%
Number in Cohort Meeting Annual Growth Target	3,496
Percent Meeting AMAO 1 in LEA	62.9%
2005-2006 Target	52.0%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

#### AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2005 Annual CELDT Takers in Cohort	3,241
Number in Cohort Attaining English Proficient Level	1,220
Percent Meeting AMAO 2 in LEA	37.6%
2005-2006 Target	31.4%
<b>Met Target for AMAO 2</b>	<b>Yes</b>

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

<b>English-Language Arts</b>	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No
<b>Math</b>	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>

## **Explanatory Notes for the 2005-06 Title III Accountability Report**

This section describes what is contained in each item of the 2005-06 Title III Accountability Report. All LEAs that received Title III Limited English Proficient (LEP) funding in 2005-06 will receive a Title III Accountability Report. This includes LEAs that received Title III services through a consortium.

The Title III Accountability Report indicates the status of each LEA in meeting the three AMAOs.

There is no mobility exclusion for AMAO 1 and AMAO 2. The LEA, in which the student was administered the annual CELDT for 2005, will have the student included in their Accountability Report regardless of how long the student was enrolled in the LEA.

### *LEA*

An LEA is an educational agency that received Title III funds or services in 2005-06. An LEA may be a school district, county office of education (COE), or a direct-funded charter school. Direct funded charter schools that receive Title III funds will receive a Title III Accountability Report. Annual CELDT takers from direct-funded charter schools will be removed from the sponsoring district or COE. Beginning with the 2006-07 school year, LEAs that are members of a consortium will no longer receive a separate Title III Accountability Report. The results for each consortium will be aggregated to the consortium level.

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

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

### *Number of 2005 Annual CELDT Takers*

This is the number of ELs who took the annual CELDT during the testing window of July 1, 2005, to October 31, 2005, and whose tests were submitted to the test contractor for scoring before the deadline for submission of annual tests. It does not include students who took their first CELDT test as an initial test taker in 2005 or the scores of ELs whose tests were submitted and scored after the annual testing deadline. ELs from direct-funded charter schools are removed from the sponsoring district or COE.

### *Number/ Percent with Required Prior CELDT Scores*

This is the number and the percent of 2005 annual CELDT takers who have the required prior year CELDT scores needed to compute the AMAOs.

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

- A valid (not out of range) prior overall scale score which can be converted to a proficiency level score.

- If the current or prior overall proficiency score is at the Early Advanced or Advanced proficiency level and the student is in grade two or above when tested, the proficiency level scores for the skill areas of listening, speaking, reading, and writing are required to determine if the student is at the English proficient level for the AMAOs.

The Initial/Annual Scale Score Cut Points posted on the CELDT Web site at <http://www.cde.ca.gov/ta/tg/el/cutpoints.asp> should be used to determine the valid range for previous year scale scores and to convert scale scores to proficiency level scores.

If less than 65 percent of 2005 annual CELDT testers have the required prior CELDT scores, the results will not be considered valid and no values will be reported for AMAO 1 and AMAO 2. In cases where no values are reported, the LEA will be treated as if they did not meet AMAOs 1 and 2.

If the percent of annual CELDT testers with prior year scores is between 65 and 85 percent, the results will be flagged and need to be interpreted with caution. In these LEAs, the results may have been different if a greater proportion of annual testers had been included in the calculations. The minimum percent tested for an Academic Performance Index (API) to be considered valid and reported is 85 percent. For

Title III accountability purposes, the CDE expects that a minimum of 85 percent of annual testers will have valid prior year scores. State and federal law require all ELs be tested annually on the CELDT.

*Number Meeting Annual Growth Target in LEA*

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

*Percent Meeting AMAO 1 in LEA*

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

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

*2005-06 Target*

The 2005-06 target for AMAO 1 for all Title III LEAs is 52 percent. That means that 52 percent of ELs in the AMAO 1 cohort must meet or exceed the annual growth target.

*Met Target for AMAO 1*

There are three possible entries for meeting the target:

- Yes - LEA met the target for AMAO 1.

- Yes\*- LEA met the AMAO target through the application of a confidence interval table (the LEA had fewer than 50 valid scores in the AMAO cohort). See Appendix B for the confidence interval table used for the AMAOs.
- No - The LEA did not meet the target for AMAO 1.

### **AMAO 2-Percent of Students Attaining English Proficiency on CELDT**

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

#### *Number of 2005 Annual CELDT Takers in the Cohort*

The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2005 annual CELDT administration. Four groups of students are combined into the cohort for AMAO 2:

- All ELs who were at the Intermediate level the prior year (2004)
- ELs at the Early Advanced or Advanced levels Overall who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate level in the prior year (2004) who were enrolled in U.S. schools before July 1, 2001
- ELs at the Beginning or Early Intermediate level in the prior year, who entered U.S. schools after June 30, 2001, and who met the English proficient level in 2005

#### *Number in Cohort Attaining English Proficient Level*

This is the number of ELs in the AMAO 2 cohort that reached the English proficient level in 2005.

#### *Percent Meeting AMAO 2 in LEA*

This is the percent of ELs in the AMAO 2 cohort for this LEA that reached the English proficient level in 2005.

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

#### *2005-06 Target*

The 2005-06 target for all Title III LEAs on AMAO 2 is 31.4 percent. That means that 31.4 percent of the cohort for AMAO 2 must meet the English proficient level at the time the 2005 annual CELDT is administered.

*Met Target for AMAO 2*

There are three possible values for meeting the target:

- Yes - LEA met the target for AMAO 2.
- Yes\* - LEA met the AMAO target through the application of a confidence interval table (the LEA had fewer than 50 valid scores in the AMAO cohort). See Appendix B for the confidence interval table used for the AMAOs.
- No - The LEA did not meet the target for AMAO 2.

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

AMAO 3 measures whether the LEA's EL subgroup met the 2006 AYP participation rate and percent proficient requirements. For AMAO 3, there is a mobility exclusion for AYP calculations. Only students who are continuously enrolled in the LEA from the prior California Basic Educational Data System data collection date to the test date are counted in the AYP calculation for the LEA. In addition, ELs who are in their first year in a U.S. school are not included in the percent proficient calculation for the LEA. However, these students are included in the participation rate calculation. Refer to the 2006 Information Guide on the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/> for more specific information about the calculation of AYP data.

**English-Language Arts***Met 2006 AYP Participation Rate for the EL Subgroup*

There are three possible values:

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

*Met 2006 AYP Percent Proficient or Above for the EL Subgroup*

There are three possible values:

- Yes - LEA met the participation rate for the EL subgroup.
- No - LEA did not meet the participation rate for the EL subgroup.

- -- - LEA did not meet the minimum group size for the EL subgroup and no value is reported.

### Mathematics

#### *Met 2006 AYP Participation Rate for the EL Subgroup*

There are three possible values:

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

#### *Met 2006 AYP Percent Proficient or Above for the ELs*

There are three possible values:

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

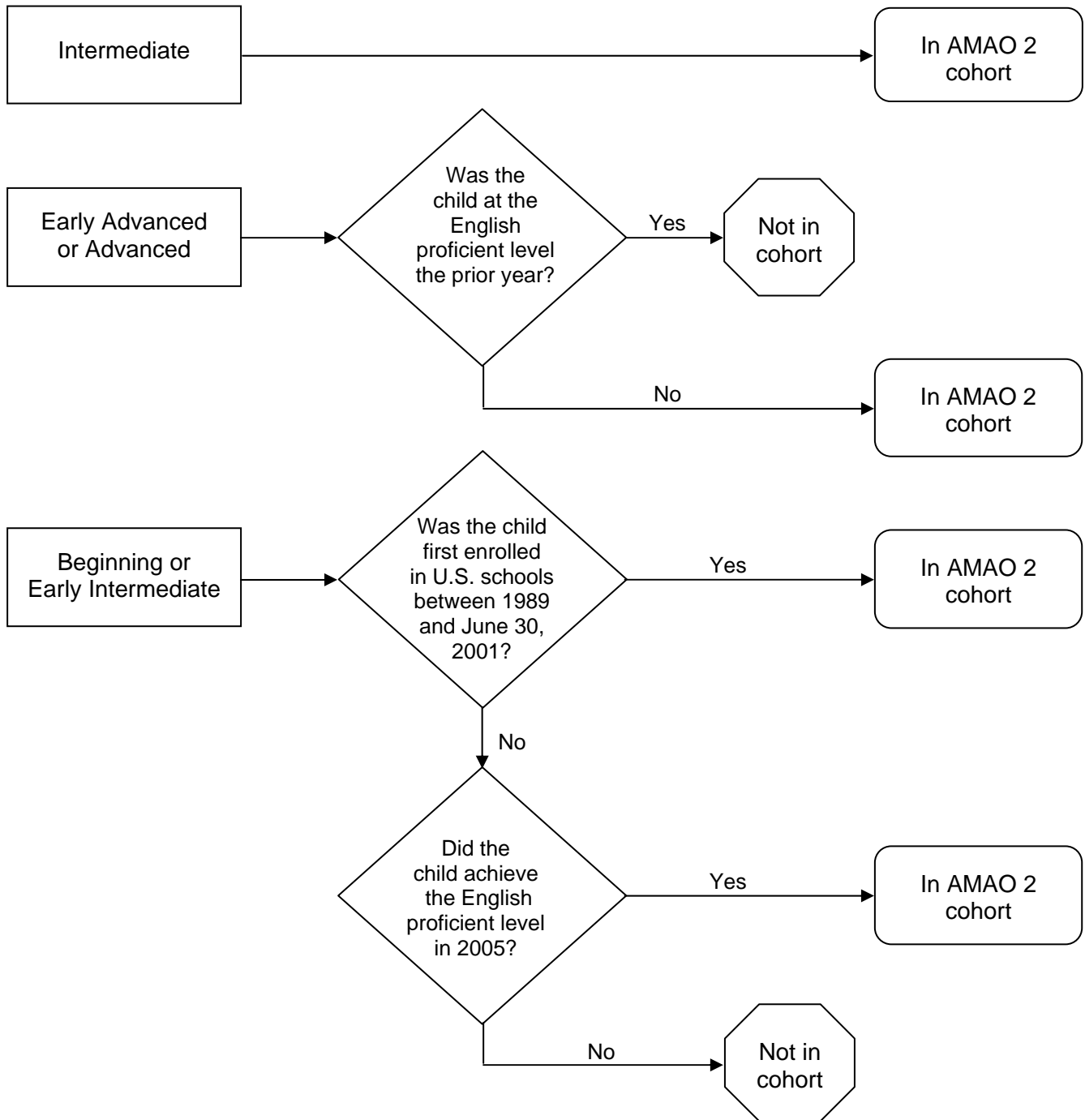
#### *Met Target for AMAO 3*

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

### Appendix A

#### Definition of AMAO 2 Cohort

##### CELDT Overall Proficiency Level In Prior Year





**Appendix B**

**Confidence Intervals for LEAs with Fewer Than 50 Valid Scores in the Cohort for AMAO 1 or AMAO 2**

To use the table for AMAO 1, determine the number of annual CELDT takers with required prior CELDT scores from the Title III Accountability Report and use this number as the number of valid scores. If the number in the cohort meeting the annual growth target is greater than or equal to the required number to meet the target from the table below in the column for AMAO 1, then the LEA has met the AMAO 1 target. For AMAO 2, the number of annual CELDT takers in the cohort for AMAO 2 is the number of valid scores. To determine if AMAO 2 has been met, reference the appropriate number from the column for AMAO 2. If the number in the cohort is greater than or equal to this number, then AMAO 2 has been met.

Number of Valid Scores	Required Number to Meet Target	
	AMAO1	AMAO2
1	0	0
2	0	0
3	0	0
4	0	0
5	1	0
6	1	0
7	1	0
8	2	1
9	2	1
10	3	1
11	3	1
12	3	1
13	4	1
14	4	2
15	5	2
16	5	2
17	5	2
18	6	3
19	6	3
20	7	3
21	7	3
22	8	3
23	8	4
24	8	4
25	9	4

Number of Valid Scores	Required Number to Meet Target	
	AMAO1	AMAO2
26	9	4
27	10	5
28	10	5
29	11	5
30	11	5
31	12	6
32	12	6
33	12	6
34	13	6
35	13	7
36	14	7
37	14	7
38	15	7
39	15	8
40	16	8
41	17	8
42	18	8
43	19	9
44	20	10
45	21	11
46	22	12
47	23	13
48	24	14
49	25	15
50	26	16