



2014–15 Accountability Progress Reporting System

2014–15 Title III Accountability Report

Information Guide

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Preface

This information guide provides technical information about the 2014–15 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.

2014–15 Accountability Progress Reporting System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (Elementary and Secondary Education Act)
<p>Pursuant to California <i>Education Code</i> Section 52052 (as amended by Assembly Bill 484, Chapter 489, Statutes of 2013), the State Superintendent of Public Instruction (SSPI), with the approval of the State Board of Education (SBE), is authorized to suspend the Academic Performance Index (API) for the 2013–14 and 2014–15 school years. At the March 2015 SBE meeting, the SBE approved the recommendation by the SSPI, with the input of the Public Schools Accountability Act Advisory Committee (PSAA), to suspend the API for the 2014–15 school year. Therefore, no API will be calculated or posted during the 2015–16 school year. For more information about the API and meeting legislative and/or programmatic requirements, please view the <i>Status of the API and the 3-Year Average Information Guide</i> posted on the California Department of Education (CDE) API Web page at http://www.cde.ca.gov/ta/ac/ap/documents/infoguide14.pdf.</p>	<ul style="list-style-type: none"> ■ 2015 Adequate Yearly Progress (AYP) Reports (release winter 2015) ■ 2015–16 Program Improvement (PI) Reports (release winter 2015) ■ 2014–15 Complete Title III Accountability Reports (release spring 2016)

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 2014–15 Title III Accountability Reports

Changes to 2014–15 Title III Accountability Reporting system

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. The ESSA, which reauthorizes the ESEA, will take effect in the 2017–18 school year. To facilitate an orderly transition to the ESSA, the U.S. Department of Education (ED) followed up with a letter in December 2015 to all States to provide additional guidance for Title III Accountability reporting. In its letter, the ED stated that States will not be required to hold LEAs accountable for their performance against annual measurable achievement objectives (AMAOs) 1, 2, and 3 under the Title III of ESEA for the 2014–15 or 2015–16 school years. Accordingly, the changes to the 2014–15 Title III Accountability reporting system are:

- No new 2014–15 AMAO determinations will be made
- LEAs and consortia that had a Title III improvement status in 2013–14 will retain this status for 2014–15.

A letter was released (<http://www.cde.ca.gov/nr/el/le/yr16ltr0114.asp>) on January 14, 2016 to provide updates on the newly enacted ESSA with important information during the transition period.

Inclusion of Immigrant-only Funded Local Educational Agencies

Previously, LEAs receiving Title III, Part A, Limited English Proficient (LEP) Program subgrant funds only or a combination of both LEP funds and Immigrant Education Program subgrant funds were held accountable under Title III. In August 2014, the ED clarified that LEAs receiving only Title III, Part A, Immigrant Education Program subgrant funds must also meet Title III Accountability requirements. Beginning in 2014–15, the Title III Accountability reports will include LEAs that receive only a Title III subgrant to serve immigrant children and youth who are also English learners (ELs). The same minimum group size applied to Adequate Yearly Progress (AYP) determinations is applied to Immigrant-only funded LEA AMAO calculations and determinations. To be considered numerically significant, Immigrant-only funded LEAs must have at least 50 2014 EL California English Language Development Test (CELDT) takers.

Continued Use of California Longitudinal Pupil Achievement Data System for Demographic Data

Starting with the 2013–14 accountability reporting cycle, the CDE began using Student Birth Date and Student Initial U.S. School Enrollment Date demographic data from the California Longitudinal Pupil Achievement Data System (CALPADS) Operational Data Store (ODS) to process the Title III Accountability reports.

The CDE continues to use the CALPADS for the production of the 2014–15 Title III Accountability reports and CELDT reports. Additional demographic data fields that are not being collected from the CELDT Answer Book will be extracted from the CALPADS ODS to generate the 2014–15 Title III Accountability reports and CELDT reports. The table below identifies the seven demographic data elements extracted from the CALPADS ODS:

Field Name	Field Use
Student Birth Date	Validation checks
Gender Code	CELDT reporting
Student Initial U.S. School Enrollment Date	Establishing AMAO 2 cohorts
Primary Language Code	CELDT reporting
Primary Disability Code	CELDT reporting
Education Program Code: 135 Migrant	CELDT reporting
Nonpublic Nonsectarian School Code	CELDT reporting
District of Special Education Accountability	CELDT reporting

The CDE continues to provide the CELDT/CALPADS comparison data file during the 2015 Embargoed pre-release of the preliminary Title III Accountability reports and CELDT data review module (DRM) for LEAs to identify which student records should be updated and/or corrected in the CALPADS ODS and/or in the CELDT DRM. The corrected data from the CALPADS ODS are used for the production of the 2014–15 Title III Accountability and CELDT reports. For important dates for data extraction from the CALPADS ODS, please visit the CDE CALPADS Calendar Web page at <http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>.

Details regarding the business rules for using CALPADS ODS Data for the production of Title III Accountability Reports will be posted during fall 2015 on the CDE CALPADS Communications Web page at <http://www.cde.ca.gov/ds/sp/cl/communications.asp>.

Changes to Annual Measurable Achievement Objective 3 Reporting

In May 2015, the ED approved California’s one-year waiver request to exclude percent proficient results of Smarter Balance Summative Assessment in English language arts/literacy (ELA) and mathematics for the 2015 AYP Program Improvement (PI) determinations. Due to the exclusion of percent proficient results in 2015 AYP determinations and the newly enacted ESSA, the 2014–15 Title III AMAO 3 reports will display the followings:

- Participation rate of EL student group for ELA and Mathematics
- Graduation Rate (if applicable) for English Learner student group
- Title III-funded consortia will receive the value of “N/A” for AMAO 3 results
- The field name “Number of Years” will be replaced by “Title III Placement Year”.
- An LEA with a placement year for 2013–14 will maintain its placement year in the 2014–15 school year and continues to implement the corrective measure(s) associated with this placement in the 2015–2016 school year.
- LEAs that receive Title III Immigrant-only funds and have fewer than 50 EL CELDT takers are not considered numerically significant. The report for these LEAs will have a Title III Placement Year of 0 and will receive a Special Condition code of “NS”.

Review the sample 2014–15 Title III Accountability Reports on pages 31 and 32 for details.

Release of Title III Accountability Reporting Frequently Asked Questions

The CDE recently released a Title III Accountability Frequently Asked Questions (FAQs) document to assist LEAs and members of the public to understand the Title III Accountability requirements under the ESEA, and to locate answers to commonly asked questions regarding the Title III Accountability reporting system. The Title III Accountability Reporting FAQs can be found on the CDE Title III Accountability Web Page at <http://www.cde.ca.gov/ta/ac/t3/>. (See document labeled “Title III Accountability Reporting Frequently Asked Questions” within the “Assistance for School District and School Staff” section.)

Updates to Title III Annual Measurable Achievement Objectives 1 and 2 Target Structure

In its December 2015 letter, the ED explained that States are not required to hold Title III-funded LEAs accountable for their performance against all AMAOs under Title III of ESEA. There will therefore be no new 2014–15 AMAO determinations. The 2014–15 Title III Accountability Reports will continue to display the AMAO targets for informational purposes only.

AMAO 1 – Making annual progress in learning English

- The required percentage of ELs making annual progress in learning English is **60.5** 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 **24.2** percent.
- The required percentage of ELs who have been in English language instruction educational programs **five years or more** attaining English proficient level is **50.9** percent.

The AMAO 1 and 2 targets for all years are shown on page 14.

What is Title III Accountability?

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

Every Student Succeeds Act

The ESSA was signed into law in December 2015. The ESSA, which reauthorizes the ESEA, will take effect in the 2017–18 school year. During the transition period from the current ESEA to the ESSA, several changes have been made to 2014–15 Title III Accountability Reporting system. See “Key Changes to the 2014–15 Title III Accountability Reports” on page 3 for more details.

Elementary and Secondary Education Act

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. More information about ESEA is located on the ED Web site at <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>.

■ 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

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 25 and 26 for further information.

What are Annual Measurable Achievement Objectives?

California’s Definition of Annual Measurable Achievement Objectives

An AMAO is a performance objective, or target, that Title III subgrantees must meet each year for their EL populations. Traditionally, all LEAs and consortia receiving Title III, Part A funds are required to annually meet the two English language proficiency AMAOs as well as a third academic achievement AMAO based on AYP information. Due to the newly enacted ESSA in December 2015, there will be no new AMAO determinations for the 2014–15 school year. The 2014–15 Title III Accountability Reports will display the AMAO targets and LEA AMAO performance results for informational purposes only. See “Key Changes to the 2014–15 Title III Accountability Reports” on page 3 for more details.

Title III Annual Measurable Achievement Objectives

Annual Measurable Achievement Objective	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 Level	CAASPP

CAASPP = California Assessment of Student Performance and Progress. Assembly Bill 484 (Chapter 489, Statutes of 2013) deleted the provisions of the Education Code establishing the Standardized Testing and Reporting (STAR) Program and instead established the Measurement of Academic Performance and Progress (referred to in AB 484 as “MAPP,” hereafter referred to as the CAASPP).

Annual Measurable Achievement Objectives 1 and 2

■ Annual Measurable Achievement Objective 1: Percentage of English Learners 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 14.) 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 immediate 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.

Percentage with Required Prior California English Language Development Test 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 2014–15 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 2014–15 annual CELDT takers have the required prior CELDT scores, no values will be reported for AMAO 1.

Meeting Annual Growth Expectations

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 language proficient level, and (3) ELs at the English language proficient level are expected to maintain that level until they are reclassified, as shown in the following table.

Annual Growth Expectations for English Learners on the California English Language Development Test

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 language 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 language proficient level	Maintain English language 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. LEAs that receive Title III Immigrant-only funds and have fewer than 50 EL CELDT takers are not considered numerically significant and will not have an AMAO 1 rate reported.

■ **Annual Measurable Achievement Objective 2: Percentage of English Learners Attaining the English language Proficiency Level on the California English Language Development Test**

AMAO 2 requires that two separate cohorts of ELs annually attain target percentages toward meeting the English language proficient level on the CELDT. (The AMAO 2 target percentages for each year are shown on page 14.) AMAO 2 calculations include AA and IA CELDT takers tested during the AA window.

English Language Proficiency Level on the California English Language Development Test

A student is defined as meeting the English proficiency 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 English Learner Cohorts for Annual Measurable Achievement Objective 2

There are two cohorts for AMAO 2. 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.

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 that the CELDT was completed. AMAO 2 measures the percentage of ELs who have attained the English language proficiency level on the CELDT. To determine the percentage of ELs who have attained the English language proficiency level for an EL cohort in an LEA or consortium, the number of ELs in the cohort attaining the English language proficiency level is divided by the number of ELs in the cohort. LEAs that receive Title III Immigrant-only funds and have fewer than 50

EL CELDT takers are not considered numerically significant and will not have AMAO 2 rates reported.

■ **Source of Data for Annual Measurable Achievement Objectives 1 and 2: California English Language Development Test**

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 2014–15 annual CELDT refers to the CELDT administered during the AA window of July 1 through October 31, 2014.

The “Number of 2014–15 Annual CELDT Takers” for AMAO 1 and “Number of 2014–15 English Learners in Cohort” for both AMAO 2 cohorts on the Title III Accountability report are students who took the CELDT during the AA window of July 1 through October 31, 2014. However, CELDT records that are received **after the deadline of November 15, 2014, or have test dates after October 31, 2014 are excluded from all AMAO calculations.**

The CELDT assesses English language 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/>.

Annual Measurable Achievement Objective 3

■ Annual Measurable Achievement Objective 3: Adequate Yearly Progress for English Learner Student Group at the Local Educational Agency or Consortium Level

AMAO 3 holds Title III-funded LEAs and consortia accountable for meeting the AYP academic achievement targets. Changes were made to the 2014–15 Title III Accountability Reporting system due to the newly enacted ESSA. See “Key Changes to the 2014–15 Title III Accountability Reports” on page 3 for details. LEAs that receive Title III Immigrant-only funds and have fewer than 50 EL CELDT takers are not considered numerically significant and will not have AMAO 3 results reported.

■ Sources of Data for AMAO 3: California Assessment of Student Performance and Progress (Participation Rate) and California Longitudinal Pupil Achievement Data System Enrollment and Exit Data (Graduation Rate)

The 2015 AMAO 3 results will reflect 2015 AYP results for EL participation rates for all LEAs and cohort graduation rate results for all LEAs that have grade twelve enrollment or at least one graduate in the cohort of the graduation rate for the EL student group in 2013–14. All Title III-funded consortia will receive the value of “N/A” for all AMAO 3 results.

The number of graduates, based on a four-year cohort of students, is used to calculate the graduation rate for a school, district, and the state.² Data used to calculate the graduation rate come from student-level data maintained in the CALPADS.

²Beginning 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. For further information see 2015 AYP Report Information Guide at <http://www.cde.ca.gov/ta/ac/ay/>.

Annual Measurable Achievement Objective 3: Assessment Results California Longitudinal Pupil Achievement Data System Data to be used in 2015 Adequate Yearly Progress Calculations

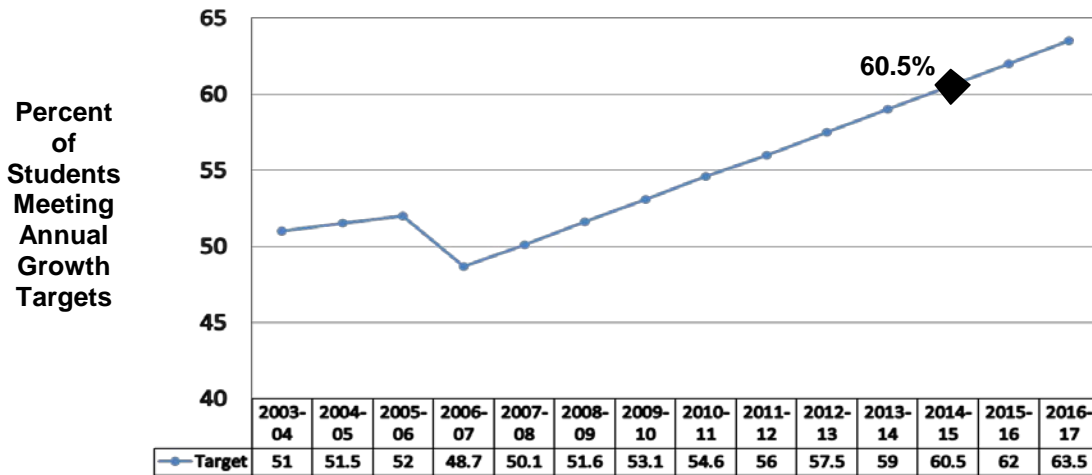
California Assessment of Student Performance and Progress
<p>Smarter Balanced Summative Assessments</p> <ul style="list-style-type: none"> • Participation Rate <p>Grades three through eight and eleven for ELA and mathematics</p> <p>California Alternate Assessment (CAA)</p> <ul style="list-style-type: none"> • Participation Rate <p>The CAA field test was administered during the 2014–15 academic year in grades three through eight and eleven for ELA and mathematics</p>
California Longitudinal Pupil Achievement Data System Operational Data Store
<p>Enrollment and Exit Data</p> <ul style="list-style-type: none"> • Graduation Rate <p>LEAs with grade twelve enrollment or at least one graduate in the cohort for the EL student group in 2013–14</p>

What are Annual Measurable Achievement Objective Targets and Criteria?

This section describes AMAO target criteria for California. For 2014–15 or 2015–16 school years, the ED does not require States to hold Title III-funded LEAs accountable for their performance against all AMAOs under the Title III of ESEA. Accordingly, there will be no new 2014–15 AMAO determinations. The 2014–15 Title III Accountability Reports will display the LEA and consortium AMAO performance results and the AMAO targets for informational purposes only.

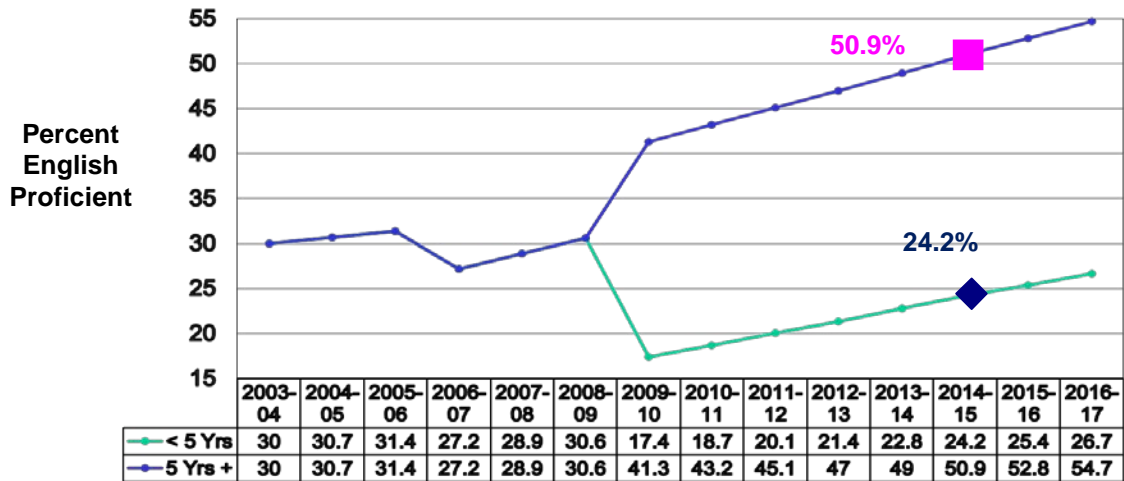
Annual Measurable Achievement Objective 1 Targets

Percentage of ELs Making Annual Progress in Learning English



Annual Measurable Achievement Objective 2 Targets

Percentage of ELs Attaining the English Proficient Level on the CELDT



Title III Accountability Targets for Annual Measurable Achievement Objective 3

Annual Measurable Achievement Objective 3: Adequate Yearly Progress Requirements for English Learner Student Group at the Local Educational Agency Level

AMAO 3 results for all Title III-funded LEAs will report the 2015 AYP Participation Rates of the EL student group and EL graduation rate for LEAs with grade twelve enrollment or at least one graduate in the cohort of the graduation rate. All Title III-funded consortia will receive the value of “N/A” for all AMAO 3 results.

Annual Measurable Achievement Objective 3:

Participation Rate for English Learner Student Group

English-Language Arts/Literacy
Mathematics

Graduation Rate for English Learner Student Group

Notes:

- -- = EL student group did not meet the minimum group size, and no value is reported.
- N/A = Results not available for Title III-funded consortia.

Additional Report Information

As a result of the ED’s clarification of including Immigrant-only funded LEAs in Title III Accountability Reporting, a new special condition field has been added to the 2014–15 Title III reports:

■ Special Conditions

NS: The LEA received a Title III Immigrant subgrant only and did not meet the minimum “N” size of 50 EL CELDT takers needed to make AMAO determinations. The LEA, therefore, will have no AMAO results reported and will be given a Title III Placement Year of 0.

What is Included in Title III Accountability Reports?

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

Local Educational Agency or Consortium Report

The LEA or consortium report shows the numbers, percentages, and targets 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 2014–15 Annual CELDT Takers
- Number with Required Prior CELDT Scores
- Percentage with Required Prior CELDT Scores³
- Number in Cohort Meeting Annual Growth Target
- Percentage Meeting AMAO 1 in LEA
- 2014–15 Target

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

Less than 5 Years Cohort

- Number of 2014–15 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2014–15 Target

5 Years or More Cohort

- Number of 2014–15 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2014–15 Target

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

Participation Rate for English Learner Student Group

- English Language Arts/Literacy
- Mathematics

³ If less than 65 percent of the 2014–15 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1.

Graduation Rate for English Learner Student Group

Title III Placement Year

Placement Year

Additional Report Information

Special Conditions

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 Excel and tab delimited 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.

Local Educational Agency Report

The CDE provides an LEA report for LEAs and consortia receiving Title III, Part A funds.

■ Local Educational Agencies

To receive its own Title III Accountability Report, LEAs must qualify for a Title III LEP 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. An LEA, for Title III accountability reporting purposes, includes school districts, County Offices of Education (COEs), and direct-funded charter schools.

In August 2014, the ED clarified that LEAs receiving only Title III, Part A, Immigrant Education Program subgrants to serve immigrant children and youth who are also ELs must also meet Title III Accountability requirements. However, Immigrant-only funded LEAs are not required to meet the eligibility criteria of having a total entitlement of \$10,000 or greater as is required of LEP-funded LEAs (<http://www.cde.ca.gov/sp/el/t3/adminnotifesea15.asp>). Effective in the 2014–15 school year, the Title III Accountability reports will include LEAs that receive only a Title III Immigrant subgrant. The minimum group size of 50 (same as AYP determinations) is applied to Immigrant-only funded LEA AMAO calculations and determinations. Therefore, to be considered numerically significant, Immigrant-only funded LEAs must have at least 50 EL CELDT takers.

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 consortium 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.

Exception: Immigrant-only funded LEAs have no minimum dollar grant award requirement to receive Title III, Part A, Immigrant Education Program subgrant funding. As such, these LEAs are not leads or members of consortia.

(<http://www.cde.ca.gov/sp/el/t3/adminnotifyesea15.asp>).

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 Local Educational Agencies

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's 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's data report.

Title III Accountability Timeline

- July 2015** The 2015 CELDT AA window begins July 1, 2015. (Results of the 2015 CELDT will be used for the 2015–16 Title III Accountability reports.)
- October 2015** The 2015 CELDT AA window ends October 31, 2015. (Results of the 2015 CELDT will be used for the 2015–16 Title III Accountability reports.)
- November 2015** The 2015 CELDT AA Window On-Your-Own Shipping Receipt deadline is November 17, 2015.
- February 2016** Complete 2014–15 Title III Accountability reports (AMAOs 1, 2, and 3) and the 2014–15 Title III Accountability Report Information Guide are posted on the CDE Title III Accountability Web page at <http://www.ta/ac/t3/>.
- Release of Business Rules for Using CALPADS ODS Data for 2015–16 Title III Accountability Reporting on the CDE CALPADS Communications Web page at <http://www.cde.ca.gov/ds/sp/cl/communications.asp>.
- The 2015 CELDT DRM occurs and the embargoed pre-release of preliminary 2015–16 Title III Accountability reports are made available to district accountability and Title III coordinators on the Title III Accountability Web page. Student demographic data are available for LEAs to examine and make corrections in the CALPADS ODS. (To view approximate dates for data extraction from the CALPADS ODS, go to the CDE CALPADS Calendar Web page at <http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>.)
- June 2016** The 2015–16 CELDT AA reports are released on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.
- Preliminary 2015–16 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 AYP reports, contact the AAU by phone at 916-319-0863 or by e-mail at aau@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 the calculations used for Title III Accountability purposes. 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.

Inclusion/Exclusion Rules Flowcharts are provided from pages 25 through 28 to describe the rules and to illustrate the procedures used in applying the rules. The rules are applied in calculating AMAO 1 and AMAO 2 results shown on Title III Accountability reports.⁴

The following key student level counts are provided on the Title III Accountability reports for each LEA or consortium:⁵

AMAO 1

- Number of 2014–15 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 2014–15 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.

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

⁴ For AMAO 3 inclusion/exclusion details, see Inclusion/Exclusion and Adjustment Rules of the *2015 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

⁵ 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.

AMAO 1

- Percentage with Required Prior CELDT Score⁶ =
Number with Required Prior CELDT Scores
divided by
Number of 2014–15 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 2014–15 English Learners in Cohort

Tools for Using the Flowchart

The following page identifies the CELDT fields and codes used in Title III Accountability calculations. These testing codes are also referenced in the flowcharts that are considered when applying inclusion/exclusion rules.

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

⁶ Each LEA or consortium must meet the required percentage of previous year CELDT scores for AMAO 1 calculations. If the percentage of 2014–15 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 2014–15 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.

Testing Codes Considered in Title III Accountability Calculations

The following table shows the 2014–15 CELDT data fields and testing codes that are considered in Title III calculations for AMAOs 1 and 2. *The 2014–15 Student Score File Layout* is available on the CELDT testing contractor’s Web site at http://celdt.org/documents/2014-15/CELDT_SSF_Layout_2014-15.pdf.

California English Language Development Test Fields and Codes Used in Title III Accountability

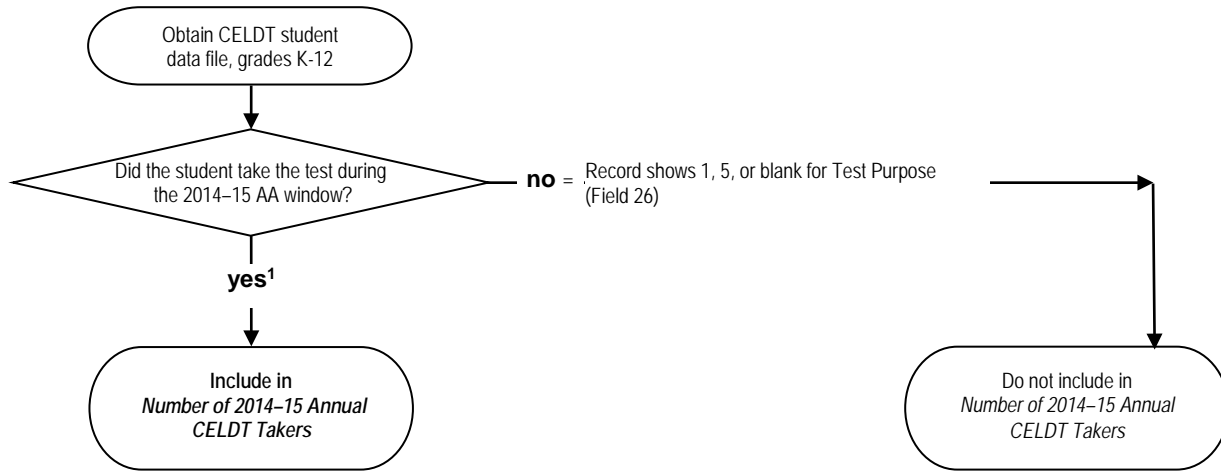
Field Number	Field Name	Valid Values and Ranges	Used in Annual Measurable Achievement Objectives
25	Grade	00–12 (K = 00)	1 and 2
26	Test Purpose	1 = Initial Assessment 2 = Annual Assessment 4 = Annual Assessment “outside the window” 5 = Test Purpose Unknown	1 and 2
29	Date Testing Completed	Mmddyyyy	1 and 2
30	Date First Enrolled in USA School ⁷	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		
85	Listening	CELDT Performance Level 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced	1 and 2
86	Speaking		
87	Reading		
88	Writing		
89	Overall		

⁷ Beginning with 2013–14 Title III accountability reporting, Date First Enrolled in USA School data field is extracted from the CALPADS ODS for AMAO 2 calculations.

Inclusion/Exclusion Rules Flowchart Annual Measurable Achievement Objective 1 California English Language Development Test Grades Kindergarten Through Twelve

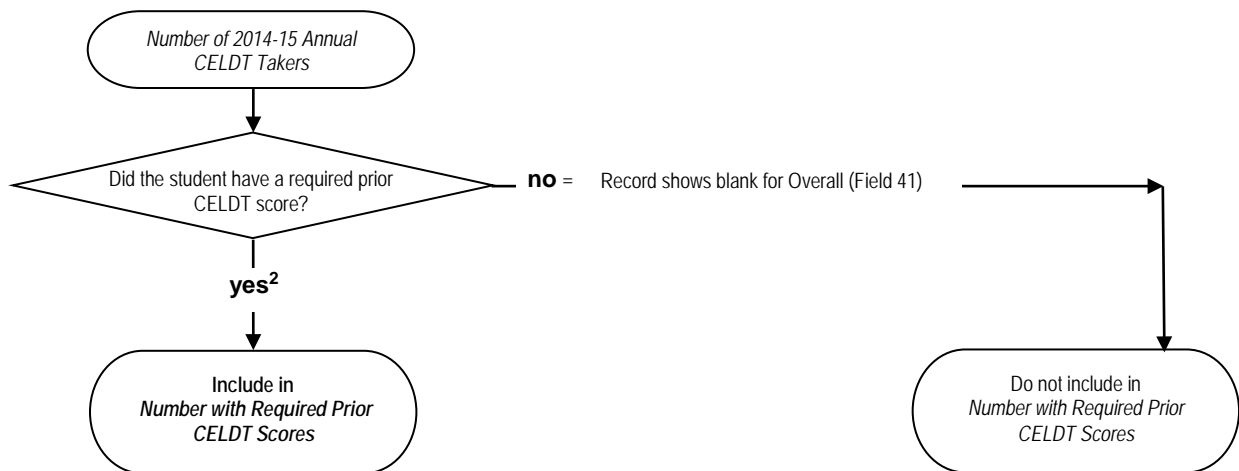
Number of 2014–15 Annual CELDT Takers

Calculate for each Title III-funded LEA or consortium.



Number with Required Prior CELDT Scores

Calculate for each Title III-funded LEA or consortium.



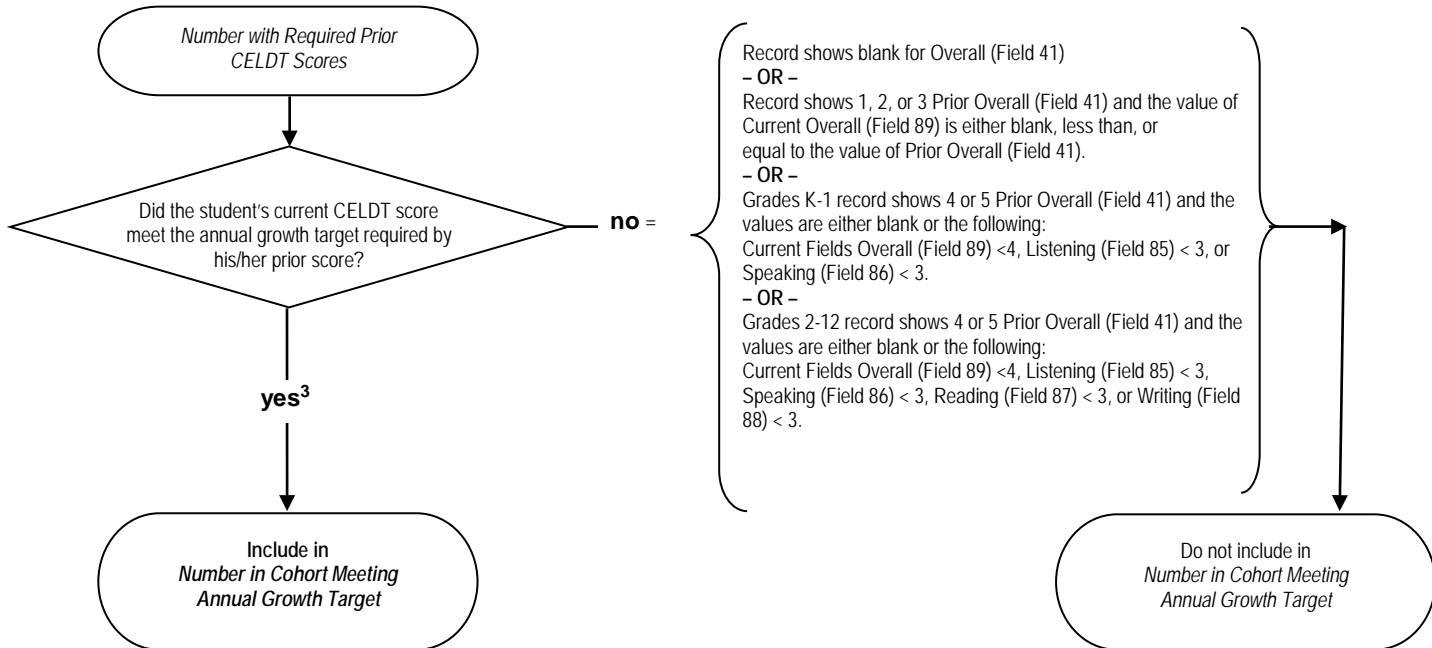
- 1 Record shows 2 or 4 for Test Purpose (Field 26). A 2014–15 annual CELDT taker is a student who took the CELDT during the AA window of July 1 through October 31, 2014. However, CELDT records that are received late (i.e., outside of the testing window) that do not have recorded test dates within the 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 2014–15 Student Score File Layout. Please see page 24 for details.

Inclusion/Exclusion Rules Flowchart Annual Measurable Achievement Objective 1 (continued) California English Language Development Test 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 Prior Overall (Field 41) and the value of Current Overall (Field 89) is greater than the value of Field 41.
 – OR –
 Grades K-1 record shows 4 or 5 Prior Overall (Field 41) and all of the current values are the following: Overall (Field 89) > or = 4, Listening (Field 85) > or = 3, and Speaking (Field 86) > or = 3.
 – OR –
 Grades 2-12 record shows 4 or 5 Prior Overall (Field 41) and all of the current values are the following: Overall (Field 89) > or = 4, Listening (Field 85) > or = 3, Speaking (Field 86) > or = 3, Reading (Field 87) > or = 3, or Writing (Field 88) > or = 3.

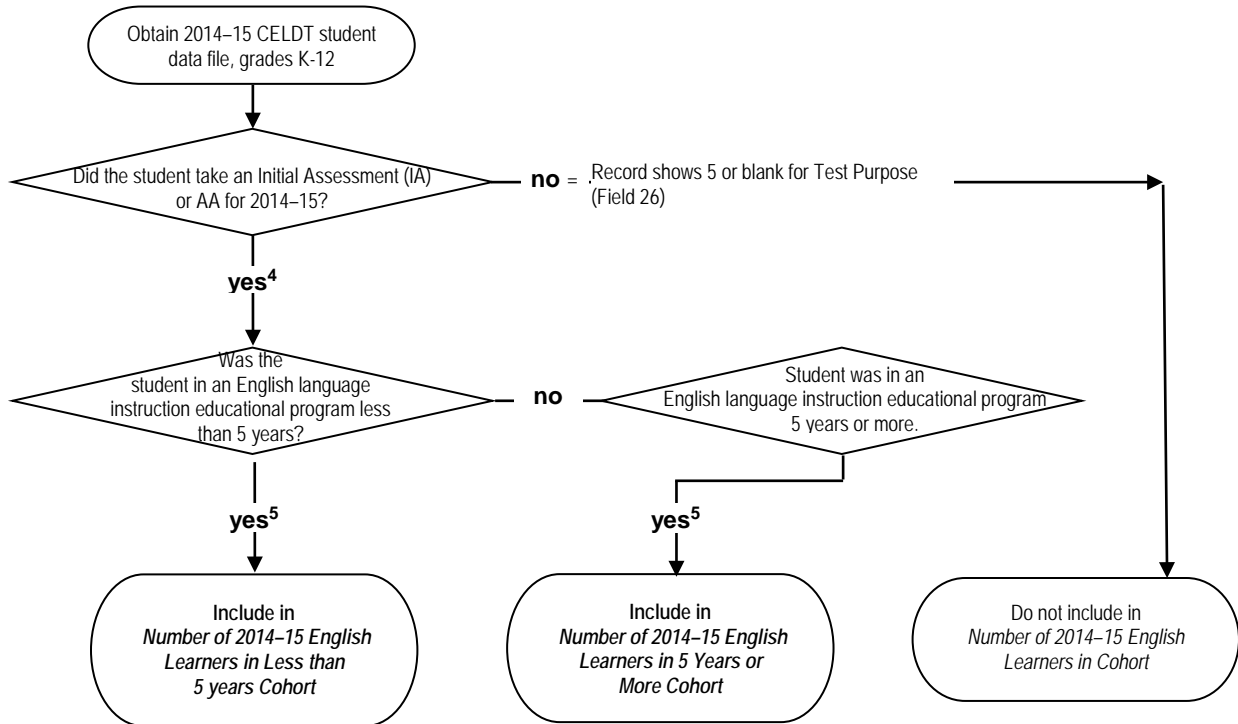
The annual growth target for a student is dependent upon the overall performance level on the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, 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 2014–15 Student Score File Layout. Please see page 24 for details.

Inclusion/Exclusion Rules Flowchart Annual Measurable Achievement Objective 2 California English Language Development Test Grades Kindergarten Through Twelve

Number of 2014–15 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 11/14/2014 but shows a Date Testing Completed (Field 29) after 10/31/2014, the record is excluded from all AMAO calculations.

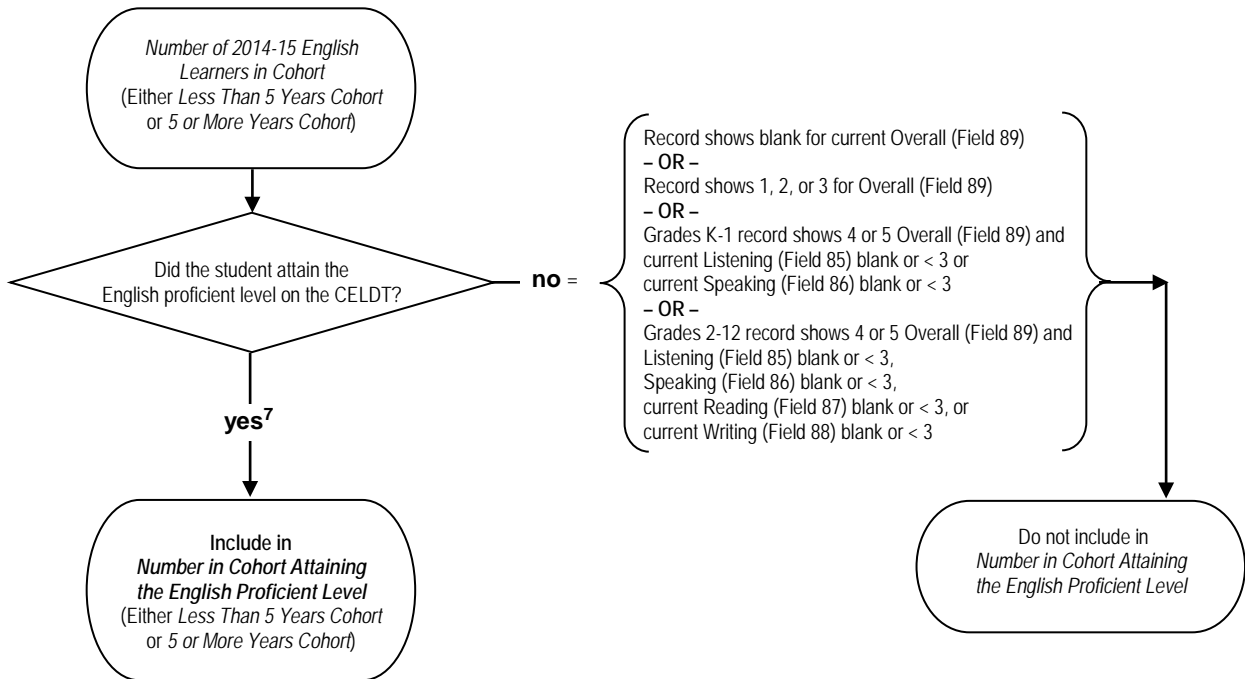
5 Two cohorts are calculated and reported separately for AMAO 2 to determine the percentage of ELs attaining the English proficient level on the CELDT: (1) Less Than 5 Years Cohort and (2) 5 Years or More Cohort, described on page x. The time in an English language instruction educational program is determined by subtracting the Date First Enrolled in USA (Field 30) from the Date Testing Completed (Field 29). Beginning with 2013–14 school year, Date First Enrolled in USA (Field 30) is extracted from the CALPADS ODS. If Field 30 is blank, Grade (Field 25) is used to determine the cohort: If Field 25 < 5, the record is assigned to Less Than 5 Years Cohort, and if Field 25 > or = 5, the record is assigned to 5 Years or More Cohort.

Note: Field number and codes are based on CELDT 2014–15 Student Score File Layout. Please see page 24 for details.

Inclusion/Exclusion Rules Flowchart Annual Measurable Achievement Objective 2 (continued) California English Language Development Test 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 10 for details. Beginning with 2013–14 Title III accountability reporting, student initial U.S. enrollment date is taken from the CALPADS ODS for AMAO 2 calculations.

7 Grades K-1 record shows for current performance levels 4 or 5 Overall (Field 89) and Listening (Field 85) > or = 3 and Speaking (Field 86) > or = 3.
– OR –
Grades 2-12 record shows for current performance levels 4 or 5 Overall (Field 89) and Listening (Field 85) > or = 3, Speaking (Field 86) > or = 3, Reading (Field 87) > or = 3, and Writing (Field 88) > or = 3.

Note: Field number and codes are based on CELDT 2014–15 Student Score File Layout. Please see page 24 for details.

Consequences of Not Meeting Annual Measurable Achievement Objectives

The ED released a letter to states in December 2015 to provide additional guidance during the transition from ESEA to the ESSA. In its letter, the ED states that: “The ED will not require States to hold LEAs accountable for their performance against AMAOs 1, 2, and 3 under Title III of the ESEA, as reauthorized by NCLB, for the 2014–2015 or 2015–2016 school years.” For 2014–15 school year, Title III-funded LEAs will maintain their 2013–14 Title III improvement status.

Title III Placement Years

This element on the Title III Accountability Report identifies the LEA’s and consortium’s placement under Title III. For 2014–15 school year, no new AMAO determinations will be made. LEAs will maintain their 2013–14 Title III improvement status. The placement year range is from Year 0 to Year 4+.

For example, LEAs or consortia that had no Title III placement year in 2013–14 will continue to receive Title III Placement year of Year 0. LEAs or consortia that had a “number of years” of 5 in 2013–14 will receive a Title III placement year of Year 4+ for the 2014–15 school year.

Notification of Parents

For 2014–15, if the LEA or consortium has a Title III placement year retained from 2013–14, it must:

- Inform the parents of all ELs in the LEA or the consortium, that the AMAOs have not been met, or for an LEA or consortium with a retained placement year from 2013–14, inform the parents of all ELs that the LEA or consortium remains in improvement status.

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, or for 2014–15, if the consortium is in improvement status based on the retention of the Title III placement year from 2013–14.

Development of an Improvement Plan

If a Title III-funded LEA or consortium has a placement Year 2 retained from 2013–14, 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 LEA Plan Goal 2 Template.

Modification of Curriculum and Instruction

If an LEA or consortium has a placement Year 4 or 4+ retained from 2013–14, 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 LEA Plan Goal 2 Template.

Changes to Annual Measurable Achievement Objective Consequences

For 2014–15 Title III Accountability reporting, LEAs and consortia will maintain their 2013–14 placement in the 2014–15 year and continue the sanctions associated with this placement in the 2015–2016 academic year.

LEAs that receive Title III Immigrant-only funds and have fewer than 50 EL CELDT takers are not considered numerically significant. As such, these LEAs will not have AMAO data reported, will be identified with a “NS” code under Special Conditions, and will be given a Placement Year of 0. See page 5 for details of changes to AMAO 3 Reporting.

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

Appendix A

2014–15 Title III Accountability Reports

Local Educational Agency (LEA) Level Data

Release Date: LEA: February 3, 2016

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 2014–15 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%
2014–15 Target	60.5%

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

Less than 5 Years Cohort

Number of 2014–15 English Learners in Cohort	5,102
Number in Cohort Attaining the English Proficient Level	1,271
Percentage in Cohort Attaining the English Proficient Level	24.9%
2014–15 Target	24.2%

5 Years or More Cohort

Number of 2014–15 English Learners in Cohort	3,042
Number in Cohort Attaining the English Proficient Level	1,550
Percentage in Cohort Attaining the English Proficient Level	51.0%
2014–15 Target	50.9%

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

Participation Rate for English Learner student group

English Language Arts 99%

Mathematics 99%

Graduation Rate for English Learner student group 95%

Title III Placement Year

Placement Year Year 4+

Additional Report Information

Special Conditions

Description of Special Condition Code: NS = The LEA received a Title III Immigrant subgrant only and did not meet the minimum “N” size of 50 CELDT takers needed to make AMAO determinations.

Note: If less than 65 percent of the 2014 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.

-- = EL student group did not meet the minimum group size, and no value is reported.

N/A = AMAO 3 measures are not available for Title III-funded consortia.

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

California Department of Education Contacts and Related Internet Pages

Topic	Contact
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • CELDT Program • DRM 	English Proficiency and Alternate Assessment Office Telephone: 916-319-0784 Web page: http://www.cde.ca.gov/ta/tg/el/ E-mail: celdt@cde.ca.gov
<ul style="list-style-type: none"> • Consortia application • ESEA Title III Program and Technical Assistance • Title III apportionments (LEP and Immigrant funding) 	Language Policy and Leadership Office Telephone: 916-319-0845 Web page: http://www.cde.ca.gov/sp/el/t3/

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 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. 2014–15 AMAO 3 reports AYP Participation Rate data based on CAASPP results and Enrollment and Exit data from CALPADS.
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. For 2014–15, the ED approved a one-year waiver that allows the CDE to exclude percent proficient based on state assessment results in making 2015 AYP determinations
APR	The Academic Progress Reporting (APR) system provides an integrated approach to reporting results for state and federal accountability requirements and includes AYP, Title I 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 schools, LEAs, and the state. Under the ESEA's AMAO 3 of Title III, LEAs are required to meet or exceed academic requirements of the EL student group in order to meet AYP annually.
CAA	California Alternate Assessments in English language arts/literacy (ELA) and mathematics are based on alternate achievement standards (AA-AAS) aligned with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. The goal of the alternate assessment is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. The alternate assessments are part of the CAASPP System.
CAASPP	California Assessment of Student Performance and Progress (CAASPP) is the California's new statewide assessment system established by <i>EC 60640</i> . The CAASPP system includes Smarter Balanced Assessments and the California Alternate Assessment in ELA and mathematics.
CALPADS	California Longitudinal Pupil Achievement Data System (CALPADS) is a longitudinal data system used to maintain individual-level data including student demographics and other data for state and federal reporting.
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 AA 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.
COE	A county office of education (COE) administers educational programs and coordinates with schools and school districts at the county office level.
Consortium	To be eligible for a direct-funded LEP student subgrant, LEAs must be scheduled to receive a subgrant of \$10,000 or more. If an LEA is projected to receive 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. Exception: Immigrant-only funded LEAs are not required to form a consortium with other Immigrant-only funded LEAs to meet the eligibility criteria of total entitlement of \$10,000 or greater. 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.
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.
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/literacy (ELA) is a content area of CAASPP and CAHSEE assessments.
ELD Standards	The English Language Development (ELD) standards, adopted by the State Board of Education in 1999, define with ELs in California Public Schools must know as they progress toward full fluency in English.

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 districts receiving Title III funds must meet.
ESSA	The Every Student Succeeds Act (ESSA) was signed into law in December 2015. The new accountability provisions of the ESSA will not take effect until the 2017–18 school year. The new federal law provides states with more flexibility to design accountability and systems of support. Per the ED’s guidance, states will not be required to hold LEAs accountable for AMAO performance for 2014–15 or 2015–16 school year. Accordingly, LEAs will maintain their 2013–14 Title III Improvement status for the 2014–15 school year. In the future, federal accountability for ELs will be part of Title I accountability.
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.
NS	N Size – The LEA received a Title III Immigrant subgrant only and did not meet the minimum “N” size of 50 EL CELDT takers needed to make AMAO determinations. For 2014–15 school year, LEAs that receive NS code under Special Condition will have no AMAO results reported and will be given a Title III Placement Year of 0.

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 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.