



Title III Accountability 101

September 22, 2011

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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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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Stephanie Woo

Assessment and Accountability Division
California Department of Education

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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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Poll: Background Knowledge

How familiar are you with Title III accountability requirements?

- Very familiar (I could teach them to others).
- Somewhat familiar (I know that the CELDT and state academic assessments are involved).
- Not at all familiar.

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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

Do you understand the distinction between the last two categories? Click the check for "yes" or the X for "no."

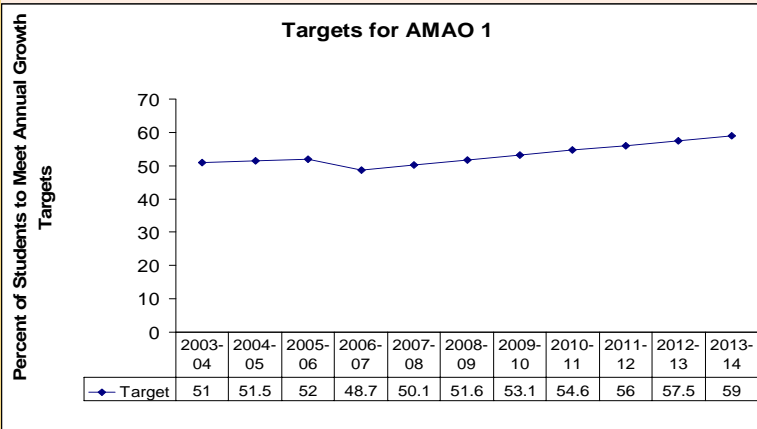
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AMAO 1 Targets



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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

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

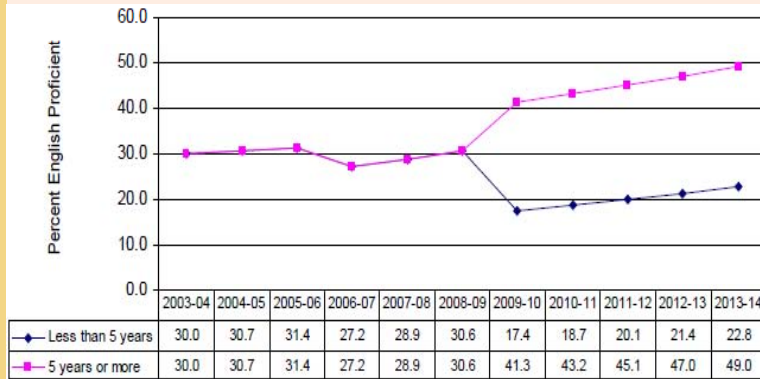
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AMAO 2 Targets



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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

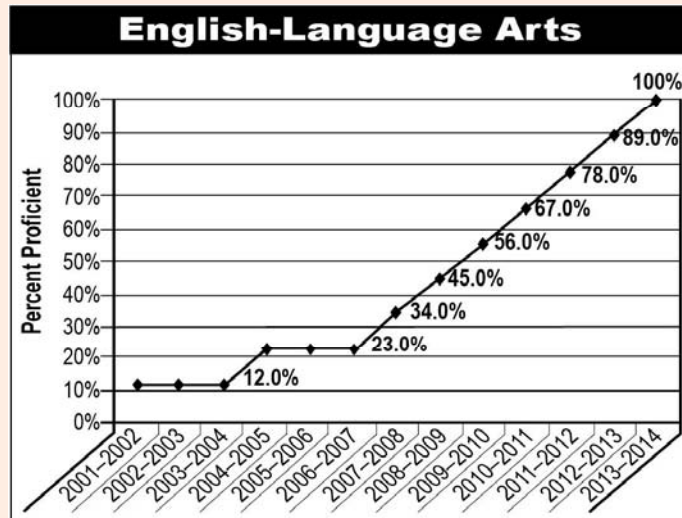
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AMAO 3: AYP Targets in ELA (Unified School Districts)



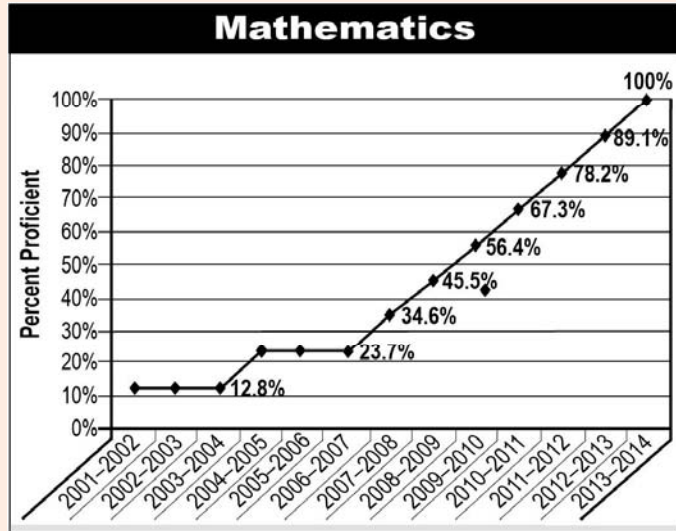
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AMAO 3: AYP Targets in Math (Unified School Districts)



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Discussion/Reflection

- Review of the chat
- Questions & answers

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Open Response Poll

Do you have any questions or comments
on the information just shared?



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Robert Linqanti

**California Comprehensive Center at
WestEd**



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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

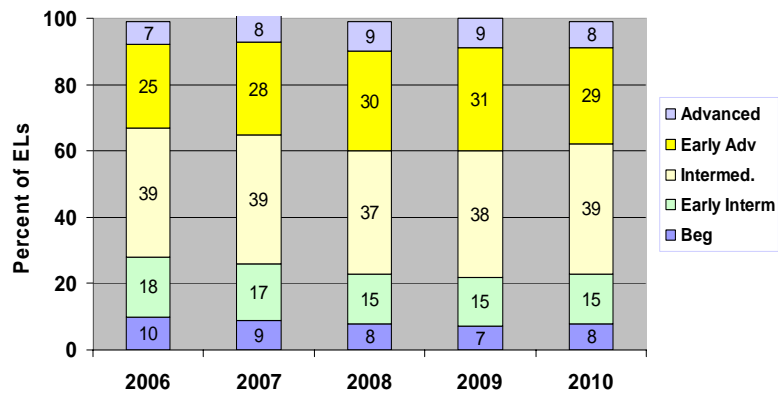
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Annual CELDT Scores 2006–2010



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

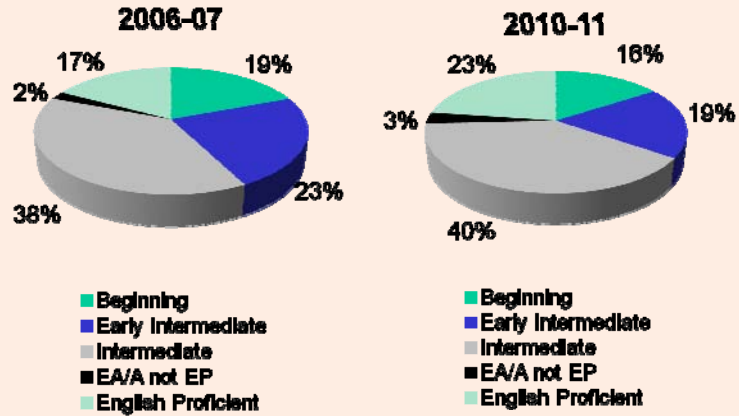
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AMAO 1 Cohort Composition



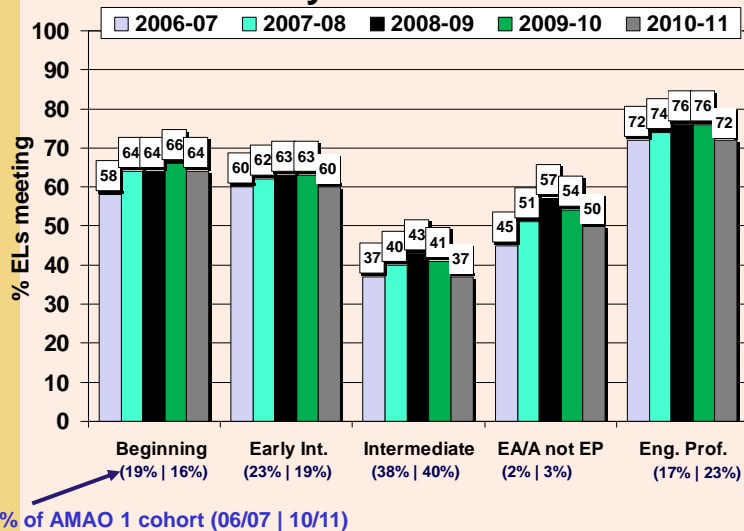
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Title III Accountability Results: Percent ELs Making AMAO 1 Growth by Prior CELDT Level



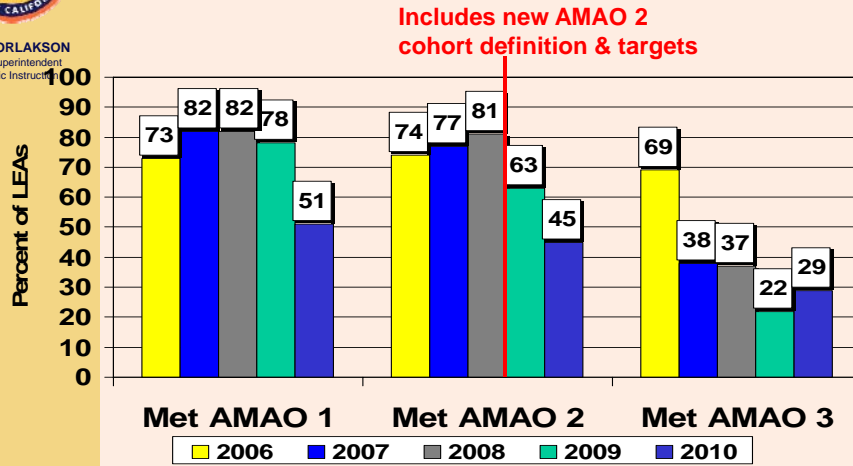
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Title III Accountability Results: Percent of LEAs Meeting AMAOs



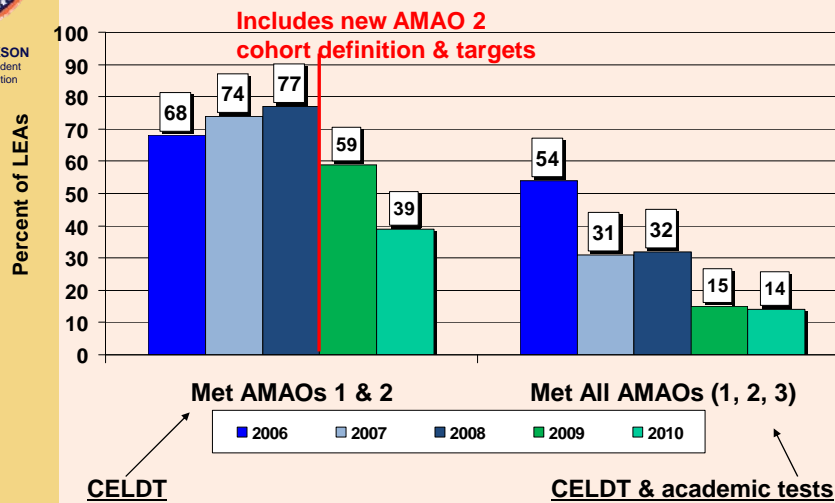
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Title III Accountability Results: Percent of LEAs meeting AMAOs (Cont.)



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Discussion/Reflection

- Review of the chat
- Questions & answers

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Open Response Poll

Do you have any questions or comments
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Carlos Rivera

Language Policy and Leadership Office
California Department of Education

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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)

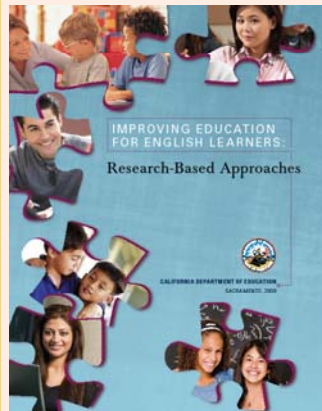
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Improving Education for English Learners: Research-Based Approaches



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>

Have you reviewed either the book or the archived webinars? Click the check for "yes" or the X for "no."

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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)

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Final Review of the Chat

- Review of the chat
- Questions & answers
- Other: Possible question from Regional Leads
- Reminder about Technical Assistance Forums & Seminars

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