



## **2011–12 Accountability Progress Reporting System**

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# **2011–12 Title III Accountability Report Information Guide**

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**June 2012**

**Prepared by the  
California Department of Education**

Available online at:  
<http://www.cde.ca.gov/ta/ac/t3/>

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# Preface

This information guide provides technical information about the 2011–12 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.

## 2011–12 APR System

<b>State Accountability Requirements</b> (Public Schools Accountability Act of 1999)	<b>Federal Accountability Requirements</b> (Elementary and Secondary Education Act)
<ul style="list-style-type: none"> <li>■ 2011 Base Academic Performance Index (API) Reports (release June 2012)</li> <li>■ 2012 Growth API Reports (release September 2012)</li> </ul>	<ul style="list-style-type: none"> <li>■ 2011–12 Preliminary Title III Accountability Reports (release June 2012)</li> <li>■ 2012 Adequate Yearly Progress (AYP) and 2012–13 Program Improvement (PI) Reports (release September 2012)</li> <li>■ 2011–12 Complete Title III Accountability Reports (release September 2012)</li> </ul>

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. 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/> (Outside Source) or contact the Academic Accountability Unit (AAU) by phone at 916-319-0863 or by e-mail at [aau@cde.ca.gov](mailto:aau@cde.ca.gov). This guide is produced by the CDE’s Evaluation, Research, and Analysis (ERA) Unit in the Analysis, Measurement, and Accountability Reporting Division (AMARD). Questions about Title III calculations and policy should be addressed to the ERA Unit by phone at 916-323-3071 or by e-mail at [amao@cde.ca.gov](mailto:amao@cde.ca.gov). Material in this publication is not copyrighted and may be reproduced.

# Key Changes to the 2011–12 Title III Accountability Reports

## Title III Annual Measurable Achievement Objective (AMAO) Targets Increase for 2011–12

The targets for the three AMAOs required under Title III accountability for LEAs and consortia increase in 2011–12 per California’s requirements of the ESEA. These targets will continue to increase annually until 2013–14. The changes for 2011–12 include the following:

### AMAO 1 – Making annual progress in learning English

- The required percentage of English learners (ELs) making annual progress in learning English is **56** percent.

### AMAO 2 – Attaining English proficient level on the California English Language Development Test (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 **20.1** percent.
- The required percentage of ELs who have been in English language instruction educational programs **five years or more** attaining English proficient level is **45.1** percent.

### AMAO 3 – Meeting AYP requirements for the EL student group

Type of LEA	Participation Rate	Percent Proficient ELA	Percent Proficient Mathematics
Unified school districts, county offices of education, and consortia	95.0%	78.0%	78.2%
Elementary school districts, charter elementary schools, and charter middle schools	95.0%	78.4%	79.0%
High school districts and charter high schools	95.0%	77.8%	77.4%

ELA = English-language arts

The AMAO targets for all years are shown on pages 13 through 15.

## **Embargoed Pre-release of Preliminary 2011–12 Title III Accountability Reports**

The embargoed preliminary 2011–12 Title III Accountability reports were released from February 13 to March 9, 2012. The preliminary Title III Accountability reports included the number and percentage of students who met AMAOs 1 and 2. The AMAOs 1 and 2 are calculated from assessment results of students tested during the CELDT annual assessment (AA) window from July 1 to October 31, 2011, and whose answer documents were received by the deadline of November 15, 2011. This embargoed release coincided with the CELDT data review module (DRM), which occurred during the month of February 2012.<sup>1</sup> The public preliminary 2011–12 Title III Accountability reports were released in June 2012. The AMAO 3 results, which measure the 2012 AYP requirements for participation rate and percent proficient for the EL student group, will be released in September, 2012.

In the past, the preliminary Title III Accountability reports had no early pre-release and were posted in the late spring or early summer, which was after the DRM for the CELDT. Beginning in 2011–12, the embargoed preliminary Title III Accountability reports will be posted each February and March in order to provide LEAs the opportunity to make corrections to student demographic data during the DRM. This updated process will help to ensure accuracy in the student data reported for the school-, district-, and state-level CELDT and the Title III Accountability reports. For 2011–12, data corrections will occur prior to the May 2012 public releases of both the 2011–12 CELDT summary results and the preliminary AMAO 1 and AMAO 2 results. The complete 2011–12 Title III Accountability reports that include AMAO 3 will be released in September 2012.

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<sup>1</sup> The DRM is the February data correction window for the CELDT and allows LEAs to correct demographic data for students tested during the AA window.

# What is Title III Accountability?

Title III under the federal ESEA provides supplemental funding to LEAs and consortia to implement programs designed to help EL students attain English proficiency and meet the state's academic and content standards. 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.<sup>2</sup>

## ESEA

The ESEA, first enacted in 1965 and reauthorized in 2001 as the No Child Left Behind Act, is the primary federal law that impacts kindergarten through grade twelve (K-12) public education. The Act emphasizes systematic, comprehensive educational reform through improving academic accountability, as well as curriculum, resources, and teacher quality. All students are expected to be proficient in core subjects by 2014. More information about ESEA is located on the U.S. Department of Education (ED) Web site at <http://www.nclb.gov/> (Outside Source).

### ■ 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 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 (ESEA Section 3122)

### ■ Title I Accountability (AYP)

Title I is a program under ESEA that provides funding to help educate low income children. AYP is a series of annual academic performance accountability goals required under Title I. A primary accountability goal of AYP is for all student groups to be proficient in ELA and mathematics, as determined by state assessments, by 2014 under AMAO 3. Title III accountability requires the EL student group to meet the annual ELA and mathematics participation and proficiency criteria of AYP.

<sup>2</sup> A consortium for Title III Accountability is a group of small 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 19, 20, and 35 for further information.

# What are AMAOs?

## California's Definition of AMAOs

An AMAO is a performance objective, or target, that Title III subgrantees must meet each year for their EL populations. All LEAs and consortia receiving a Title III-Limited English Proficient (LEP) grant are required to annually meet the two English language proficiency AMAOs as well as a third academic achievement AMAO based on AYP information.

### Title III AMAOs

AMAO	Assessments
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	CST, CMA, CAPA, CAHSEE

CST = California Standards Test; CMA = California Modified Assessment; CAPA = California Alternate Performance Assessment; CAHSEE = California High School Exit Examination

If an LEA or consortium misses one or more AMAOs, it does not make the AMAO criteria and faces certain consequences (see pages 29 and 30).

## AMAOs 1 and 2

### ■ AMAO 1: Percentage of ELs 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 13.) 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 immediately 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.



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

### Annual Growth Expectations for ELs on CELDT

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 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 proficient level	Maintain English proficient level

AMAO 1 measures the percentage of ELs making annual progress in learning English on 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. A confidence interval table is used if the LEA or consortium has less than 30 ELs with the required prior CELDT scores (see Appendix A on page 31).

#### Percentage with Required Prior CELDT 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 2011-12 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 2011-12 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.

#### ■ AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT

AMAO 2 requires that target percentages for two separate cohorts of ELs annually attain the English proficient level on the CELDT. (The AMAO 2 target percentages for each year are shown on page 13.)

AMAO 2 calculations include AA and IA CELDT takers tested during the AA window if they are classified as EL. IA CELDT takers who score at the English proficient level on the CELDT are considered initially fluent English proficient (IFEP) and are not included in AMAO 2 calculations.

### **English Proficient Level on the CELDT**

A student is defined as meeting the English proficient level on the CELDT if **both** of the following criteria are met:

- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level scores 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 EL Cohorts for AMAO 2**

The AMAO 2 requirement must be met by each of two separate EL cohorts. 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. An LEA or consortium must meet targets for both cohorts to meet all AMAO 2 criteria.

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 CELDT testing was completed. The following rules apply to missing data:

- If the date first enrolled in a U.S. school is missing, the student's grade level determines the student's cohort. If the student's grade level is K–5, the student is included in the Less Than Five Years Cohort. If the student's grade level is six to twelve, the student is included in the Five Years or More Cohort.
- If an EL record is received by the deadline of November 15, 2011 but shows the testing date as blank or erroneous, the date of September 1, 2011 is used as the testing date, which corresponds to the mid-point of the CELDT AA window. If the EL record is received after the deadline of November 15, 2011 and shows the testing date as blank or erroneous, the record is excluded from all AMAO calculations.

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. To determine the percentage of ELs who have attained the

English proficient level for an EL cohort in an LEA or consortium, the number of ELs in the cohort attaining the English proficient level is divided by the number of ELs in the cohort. If there are fewer than 30 students in either cohort, the confidence interval table is used to determine if the target is met (see Appendix A on page 31).

## ■ **Source of Data for AMAOs 1 and 2: CELDT**

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 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 2011–12 annual CELDT refers to the CELDT administered during the AA window of July 1 through October 31, 2011.

The “Number of 2011–12 Annual CELDT Takers” for AMAO 1 and “Number of 2011–12 English Learners in Cohort” for AMAO 2 on the Title III Accountability report are students who took the CELDT during the AA window of July 1 through October 31, 2011. However, CELDT records that are received after the deadline of November 15, 2011 that have blank or erroneous test dates are excluded from all AMAO calculations.

The CELDT assesses English 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 levels and aligned with the California English language development (ELD) standards. Beginning with the 2006–07 edition of the CELDT, there is a common scale for the CELDT from K–12.

Students are considered eligible for reclassification when they achieve the English proficient level on the CELDT. However, scoring at the English proficient level on the CELDT is not sufficient for reclassification. When reclassification decisions are made, state law requires that LEAs use multiple criteria, including academic performance in basic skills, teacher evaluations, and parent consultation. More information about the CELDT is located on the CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>.

## ■ Appeals of AMAOs 1 and 2

An LEA or consortium may appeal AMAO 1 and/or AMAO 2 results if the LEA or consortium has evidence that there has been a calculation error in the computation of AMAOs 1 and/or 2. Appeals are accepted after the initial complete release of Title III Accountability reports and after each Title III Accountability report update. To request an appeal for AMAOs 1 and/or 2, contact the CDE ERA Unit by phone at 916-323-3071 or by e-mail at [amao@cde.ca.gov](mailto:amao@cde.ca.gov).

## AMAO 3

### ■ AMAO 3: AYP for EL Student Group at the LEA or Consortium Level

AMAO 3 holds Title III funded LEAs and consortia accountable for meeting the AYP academic achievement targets in ELA and mathematics for the EL student group. These targets are among several AYP targets required of all LEAs, schools, and student groups under ESEA.

The 2011-12 AMAO 3 requirements are the 2012 AYP requirements for participation rate and percent proficient for the EL student group only. The EL student group for AYP includes RFEP students until they score proficient or above three times on the CST or CMA in ELA. Details about the participation rate and percent proficient AYP requirements are provided on pages 28-35 of the *2011 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. Updates about the calculation of the 2012 AYP will be included in the *2012 Adequate Yearly Progress Report Information Guide* in the fall of 2012.

### ■ Sources of Data for AMAO 3: CST, CMA, CAPA, and CAHSEE

AYP reports are calculated from the results of the CST, CMA, CAPA, and/or the CAHSEE. The chart on the following page shows the assessment results that will be used in 2012 AYP calculations.

## AMAO 3: Assessment Results to be Used in 2012 AYP Calculations

Standardized Testing and Reporting (STAR) Program
<p><b>California Standards Tests (CSTs)</b></p> <ul style="list-style-type: none"> <li>• California English-language arts Standards Test (CST in ELA) Grades two through eleven, including a writing assessment in grades four and seven</li> <li>• California Mathematics Standards Test (CST in mathematics) Grades two through seven and grades eight through eleven for the following course-specific tests:                             <ul style="list-style-type: none"> <li>- General mathematics (grades eight and nine only)</li> <li>- Algebra I</li> <li>- Geometry</li> <li>- Algebra II</li> <li>- Integrated mathematics 1, 2, or 3</li> <li>- High School Summative Mathematics Test</li> </ul>                             Students in grade seven may take the Algebra I test if they completed an Algebra I course.                         </li> </ul>
<p><b>California Modified Assessment (CMA)</b></p> <ul style="list-style-type: none"> <li>• English-language arts Grades three through eleven</li> <li>• Mathematics Grades three through eleven (Algebra I for grades seven through eleven, and Geometry for grades eight through eleven)</li> <li>• Science Grades five, eight, and ten</li> </ul>
<p><b>California Alternate Performance Assessment (CAPA)</b></p> <ul style="list-style-type: none"> <li>• English-language arts and mathematics Grades two through eleven</li> <li>• Science Grades five, eight, and ten</li> </ul>
California High School Exit Examination (CAHSEE)
<p><b>CAHSEE</b> (administered in February, March, and May [make-ups])</p> <ul style="list-style-type: none"> <li>• English-language arts, including a writing assessment, and mathematics Grade ten</li> </ul>

### ■ School Type for AMAO 3

The targets determined for AMAO 3 by AYP vary by school type (elementary, middle, and high) and by LEA type (elementary, high, unified, and COE), as shown on pages 14 and 15. Elementary school districts, charter elementary schools, and charter middle schools use the first set of ELA and mathematics targets; and high school districts and charter high schools use the second set of targets (page 14). Unified school districts, COEs, and all consortia use the third set of targets (page 15).

School type designations of elementary, middle, and high have previously been determined for AYP using the same methodology used in determining school type for the API ranks. LEA type is determined from the California Public School Directory database. A description of how school type is determined is on pages 24-26 of the *2011 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### ■ Appeals for AMAO 3

Appeals of the AYP information used in AMAO 3 must be filed using the AYP appeals process. More information on AYP appeals may be found on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> and on pages 47 to 48 in the *2011 Adequate Yearly Progress Report Information Guide*. For more information about the AYP appeals process, contact the ERA Unit by phone at 916-319-0863 or by e-mail at [evaluation@cde.ca.gov](mailto:evaluation@cde.ca.gov).

Submitting an appeal does not relieve LEAs or consortia leads of the obligation to notify parents within 30 calendar days of the public release of the Title III Accountability reports or to take other actions as specified.

# What are AMAO Targets and Criteria?

This section describes AMAO target criteria for California. Title III funded LEAs and consortia are required to meet or exceed criteria annually in the following three areas in order to make all AMAOs:

- AMAO 1: Percentage of ELs Making Annual Progress in Learning English
- AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT
- AMAO 3: AYP Requirements for EL Student Group at the LEA or Consortium

## ■ Meeting All AMAO Criteria

If an LEA or consortium misses any one of the AMAOs, the LEA or consortium does not make the AMAO criteria. The “Met All AMAO Criteria” element on the Title III Accountability report identifies whether the LEA or consortium met all three AMAO targets. There are two possible values for “Met All AMAO Criteria”:

- **Yes** = Met all three AMAOs (AMAO 1, AMAO 2, and AMAO 3).
- **No** = Did not meet one or more of the three AMAOs.

## ■ Number of Consecutive Years Not Meeting AMAOs

This element on the Title III Accountability report identifies the number of consecutive years not meeting AMAOs. The value ranges from 0 to 9 years. For example, LEAs or consortia that met all three AMAOs in 2011–12 receive a value of 0. LEAs or consortia that did not meet all three AMAOs in 2010–11 and 2011–12 receive a value of 2. An LEA or consortium would receive a value of 9 if they did not meet all three AMAOs for each year from 2003–04 to 2011–12.

## ■ Title III Accountability Targets, 2003–04 to 2013–14

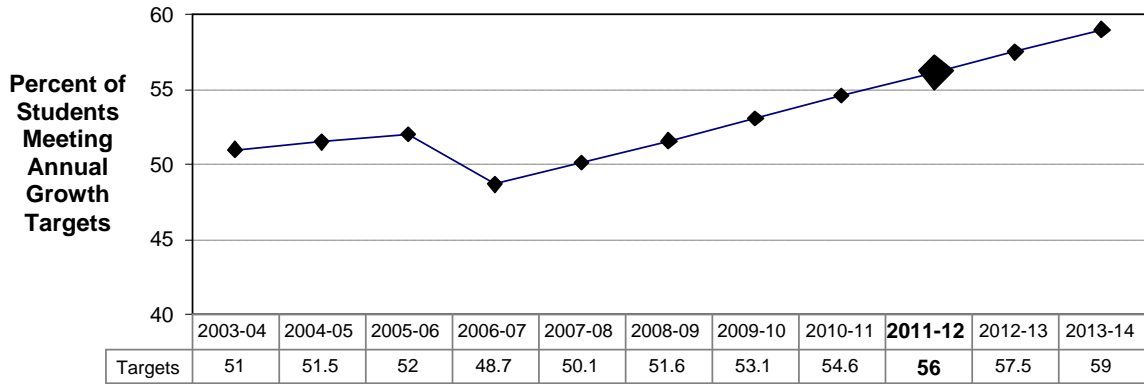
The AMAO targets and accompanying criteria for each AMAO from 2003–04 through 2013–14 are shown on pages 13 through 15.<sup>3</sup>

The target charts are followed by a flowchart on page 16 that depicts the process of determining whether an LEA or a consortium makes all AMAO criteria.

<sup>3</sup> Pages 14 and 15 show the targets for AMAO 3 by school type (elementary, middle, and high) and by LEA type (elementary, high, unified, and COE). Consortia use the third set of targets for ELA and mathematics as shown on page 15.

## Title III Accountability Targets, 2003-04 to 2013-14 AMAOs 1, 2, and 3

### AMAO 1: Percentage of ELs Making Annual Progress in Learning English

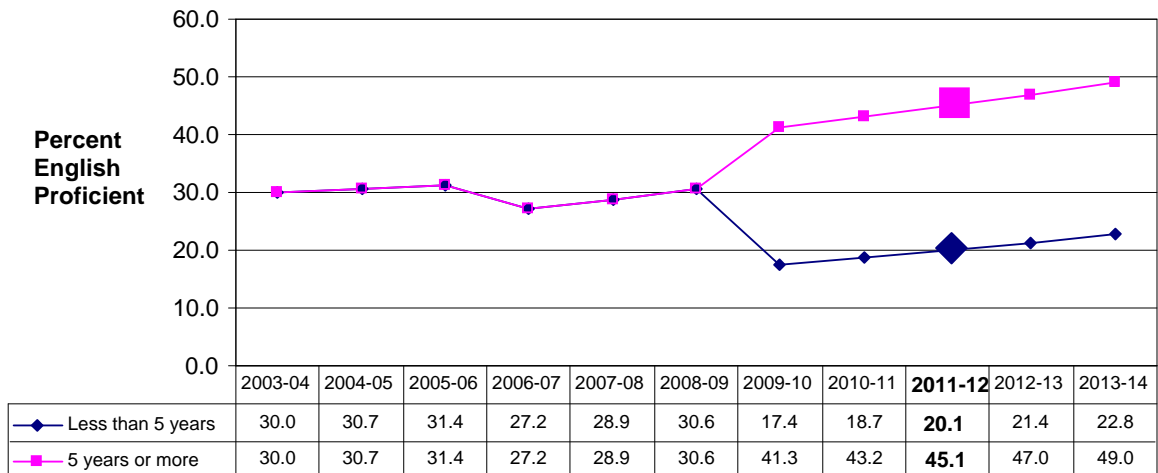


#### Met Target for AMAO 1

There are three possible values for meeting the AMAO 1 target:

- Yes = Met the target for AMAO 1.
- Yes\* = Met the target for AMAO 1 through the application of a confidence interval. The confidence interval table in Appendix A is used if there are less than 30 students with the required prior year data and the percentage with the required prior year data is greater than 65.
- No = Did not meet the target for AMAO 1.

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



#### Met Targets for AMAO 2

There are three possible values for meeting the target for each AMAO 2 cohort:

- Yes = Met the target for AMAO 2.
- Yes\* = Met the target for AMAO 2 through the application of a confidence interval. The confidence interval table in Appendix A is used if there are less than 30 students in the cohort.
- No = Did not meet the target for AMAO 2.

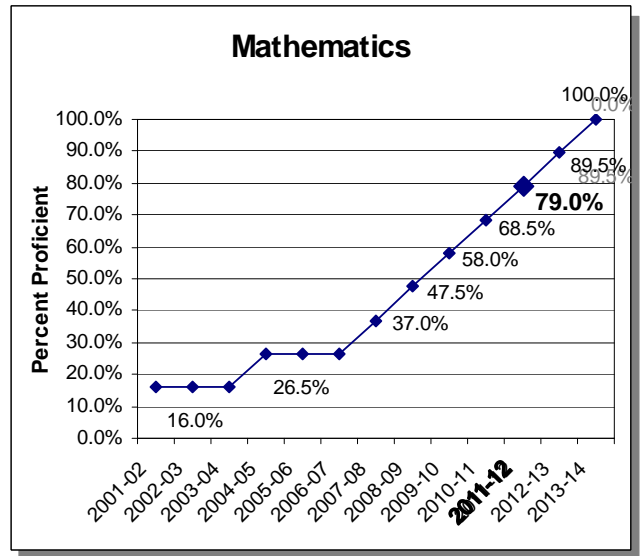
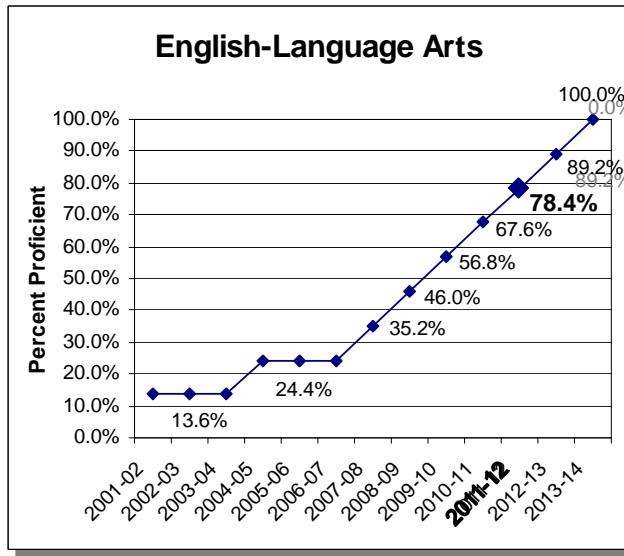


## Title III Accountability Targets, 2003-04 to 2013-14 AMAOs 1, 2, and 3 (continued)

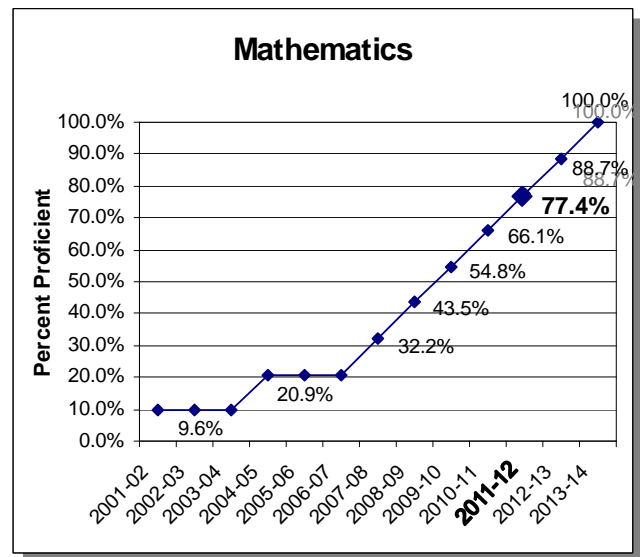
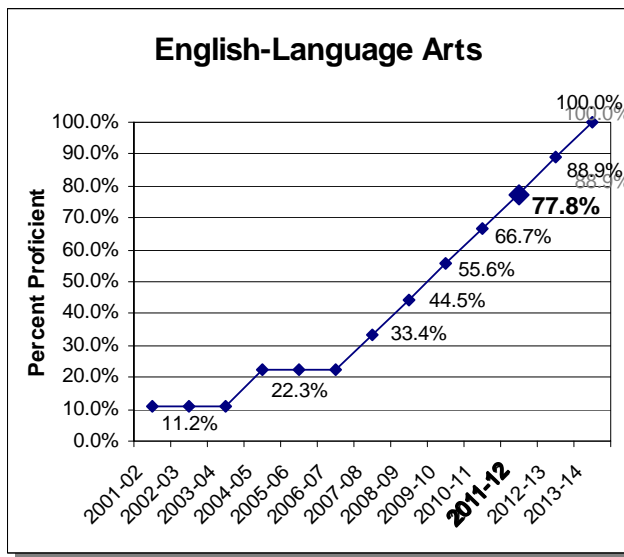
### AMAO 3: AYP Requirements for EL Student Group at the LEA or Consortium

- Participation Rate – 95 percent (EL student group)
- Percent Proficient – Annual Measureable Objectives (AMOs) (EL student group)

Elementary School Districts, Charter Elementary Schools, and Charter Middle Schools:



High School Districts and Charter High Schools (with grades 9-12):

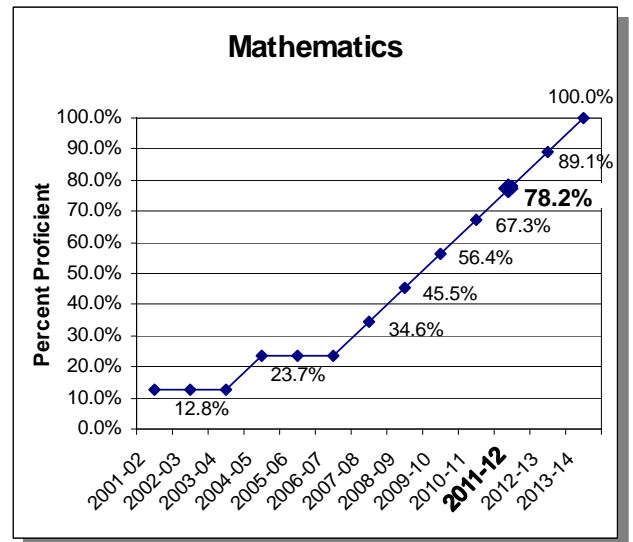
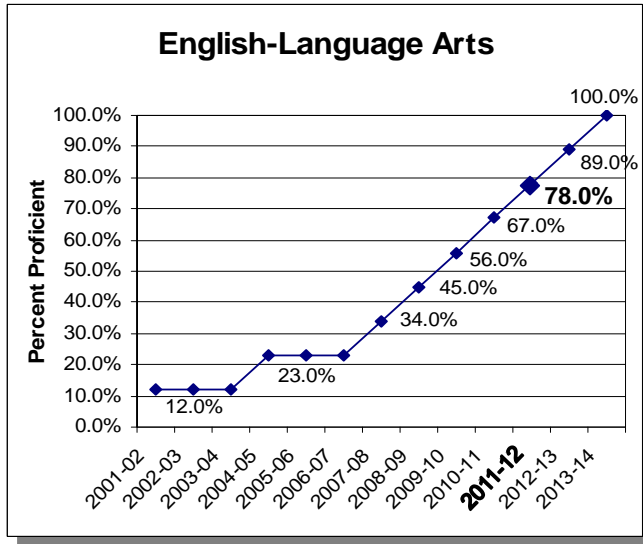


## Title III Accountability Targets, 2003–04 to 2013–14 AMAOs 1, 2, and 3 (continued)

### AMAO 3: AYP Requirements for EL Student Group at the LEA or Consortium

- Participation Rate – 95 percent (EL student group)
- Percent Proficient – AMOs (EL student group)

Unified School Districts, COEs, and Consortia (with grades 2–8 and 9–12):



Note: For AMAO 3 in calculating AYP for the EL student group in a school or an LEA, RFEP students who have not scored proficient or above on the CST, the CMA, or a combination of both in ELA three times since reclassification are included in calculating the participation rate and AMOs for the EL student group. These RFEP students are counted when determining whether the EL student group meets the minimum student group size to be numerically significant.

### Met Targets for AMAO 3

There are three possible values for meeting each component criteria of AMAO 3:

- **Yes** = Met the participation rate or percent proficient criteria in either ELA or mathematics for the EL student group.
- **No** = Did not meet the participation rate or percent proficient criteria in ELA or mathematics for the EL student group.
- **Blank** = EL student group did not meet the minimum group size, and no value is reported.

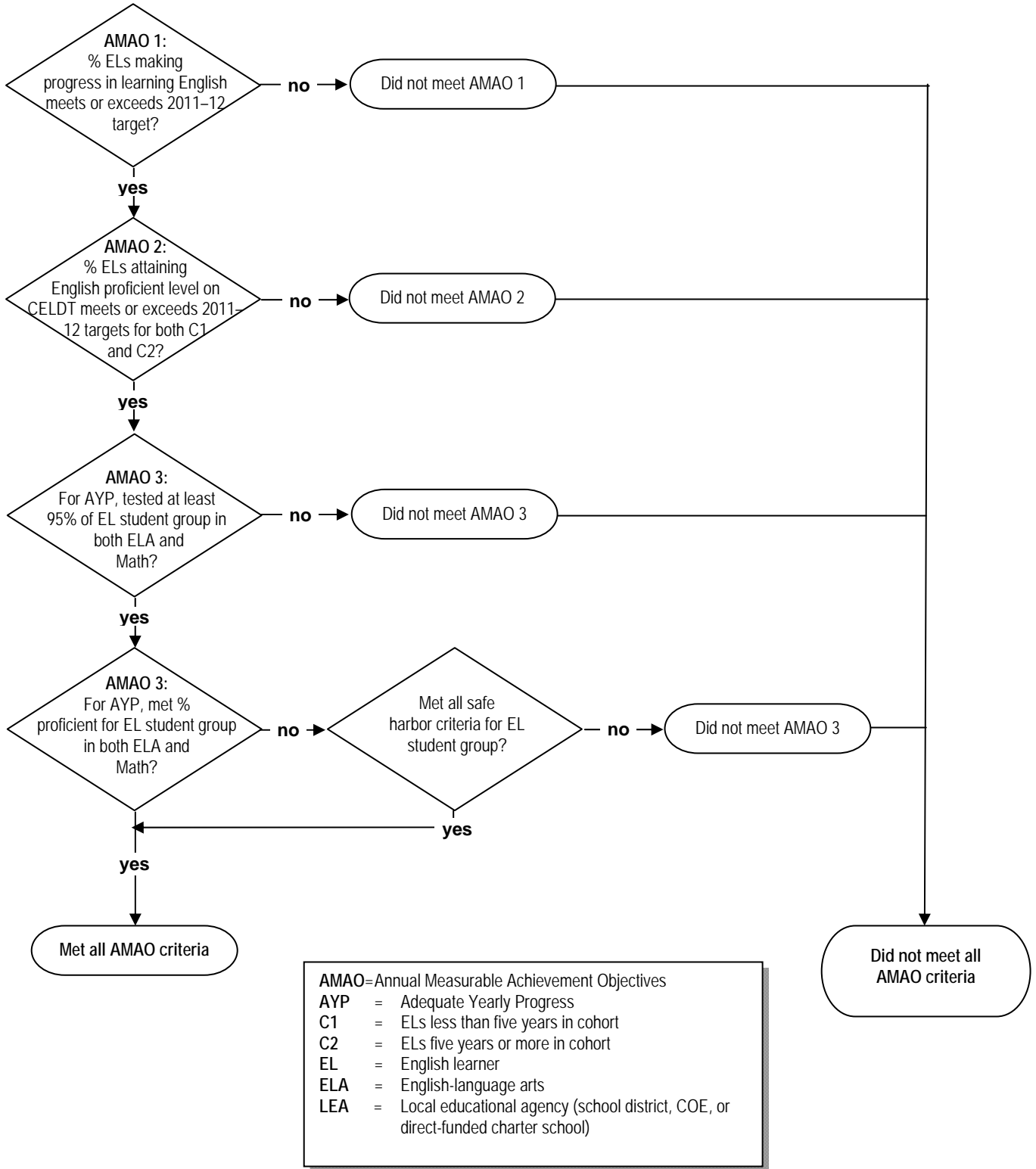
There are two possible values for meeting the AMAO 3 targets:

- **Yes** = Met all four components of AMAO 3. If the LEA or consortium did not meet the minimum EL group size and no values were reported, it will be considered to have met the AMAO 3 target.
- **No** = Did not meet one or more of the four components of AMAO 3.

## 2011–12 Title III Accountability Criteria Flowchart

This chart illustrates the process of determining whether an LEA or consortium makes all AMAO criteria.

### LEA or Consortium



# What is Included in Title III Accountability Reports?

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

## LEA or Consortium Report

The LEA or consortium report shows the numbers, percentages, targets, and whether the targets were met 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 2011–12 Annual CELDT Takers
- Number with Required Prior CELDT Scores
- Percentage with Required Prior CELDT Scores<sup>4</sup>
- Number in Cohort Meeting Annual Growth Target
- Percentage Meeting AMAO 1 in LEA
- 2011–12 Target
- Met Target for AMAO 1**

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

#### Less than 5 Years Cohort

- Number of 2011–12 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2011–12 Target
- Cohort Met Target

#### 5 Years or More Cohort

- Number of 2011-12 English Learners in Cohort
- Number in Cohort Attaining the English Proficient Level
- Percentage in Cohort Attaining the English Proficient Level
- 2011–12 Target
- Cohort Met Target

#### Met Targets for AMAO 2

<sup>4</sup> If less than 65 percent of the 2011–12 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.

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

Met Participation Rate for English Learner Student Group

Met Percent Proficient or Above for English Learner Student Group

**Mathematics**

Met Participation Rate for English Learner Student Group

Met Percent Proficient or Above for English Learner Student Group

**Met Targets for AMAO 3****Met All AMAO Criteria**

Met all AMAOs

**Number of Consecutive Years Not Meeting AMAOs**

Number of Years

**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 DBF and ASCII 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.

## LEA Report

The CDE provides an LEA Report for Title III funded LEAs and consortia. This report has targets and is used to meet Title III Accountability requirements of holding Title III funded LEAs and consortia accountable for meeting the three AMAOs.

### ■ LEAs

To receive its own Title III Accountability report, LEAs must qualify for a 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 and are required to meet their targets. An LEA, for Title III accountability reporting, includes school districts, county offices of education (COEs), and direct-funded charter schools.

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 consortia 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 sponsoring 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. The consortium as a whole is required to meet its targets.

Beginning in 2011–12, 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 sponsoring 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 LEAs**

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 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 data report.

# Title III Accountability Timeline

- June 2012** The *2011–12 Title III Accountability Report Information Guide* is posted on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.
- Preliminary** 2011–12 Title III Accountability reports (AMAOs 1 and 2) are released on the CDE APR Web page at <http://www.cde.ca.gov/apr/>.
- July 2012** The 2012 CELDT AA window begins July 1, 2012. (Results of the 2012 CELDT will be used for the 2012–13 Title III Accountability reports.)
- September 2012** The 2012 Growth API, 2012 AYP, and 2012–13 PI reports are released on the CDE APR Web page.
- Complete** 2011–12 Title III Accountability reports (AMAOs 1, 2, and 3) are released on the CDE APR Web page.
- For AMAO 3, the appeals deadline for August 2012 AYP results occurs.
- October 2012** The 2012 CELDT AA window ends October 31, 2012. (Results of the 2012 CELDT will be used for the 2012–13 Title III Accountability reports.)
- November 2012** The deadline for CELDT answer documents to be received by the testing contractor is November 15, 2012.
- December 2012** First update for 2012 Growth API, 2012 AYP, 2012–13 PI, and 2011–12 Title III Accountability reports are released. These updated reports incorporate AYP appeal decisions for AYP.
- February 2013** Second update for 2012 Growth API, 2012 AYP, 2012–13 PI, and 2011–12 Title III Accountability reports are released. These updated reports incorporate data changes to API and AYP reports from the test publisher.
- The 2012 CELDT DRM occurs and the embargoed pre-release of preliminary 2012–13 Title III Accountability reports released on the APR Web page.
- May 2013** The 2012–13 CELDT summary reports are released on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. Preliminary 2012–13 Title III Accountability reports are released.

For more information about Title III Accountability reports, contact the ERA Unit by phone at 916-323-3071 or by e-mail at [amao@cde.ca.gov](mailto:amao@cde.ca.gov). For more information about API and AYP reports, contact the AAU by phone at 916-319-0863 or by e-mail at [aau@cde.ca.gov](mailto: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 Title III Accountability calculations. 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.

An “Inclusion/Exclusion Rules Flowchart” is provided on pages 24 through 27 to describe the rules and to illustrate the procedures used in applying the rules. The rules are applied in calculating the AMAO 1 and AMAO 2 results shown on Title III Accountability reports.<sup>5</sup>

The following key student level counts are provided on the Title III Accountability reports for each LEA or consortium:<sup>6</sup>

## AMAO 1

- Number of 2011–12 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 2011–12 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.

<sup>5</sup> For AMAO 3 inclusion/exclusion details, see pages 57-67 of the *2011 Adequate Yearly Progress Report Information Guide* located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<sup>6</sup> 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.

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

### AMAO 1

- Percentage with Required Prior CELDT Score<sup>7</sup> =  
Number with Required Prior CELDT Scores  
**divided by**  
Number of 2011 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 2011–12 English Learners in Cohort

The percentage of students within each LEA, consortium, and cohort expected to meet the annual AMAO 1 and AMAO 2 targets each year are shown on page 13.

## Tools for Using the Flowchart

The flowchart includes references to testing codes for CELDT field names that are considered when applying inclusion/exclusion rules. Reference information for these codes is in the section “Testing Codes Considered in Title III Accountability Calculations” on page 28.

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

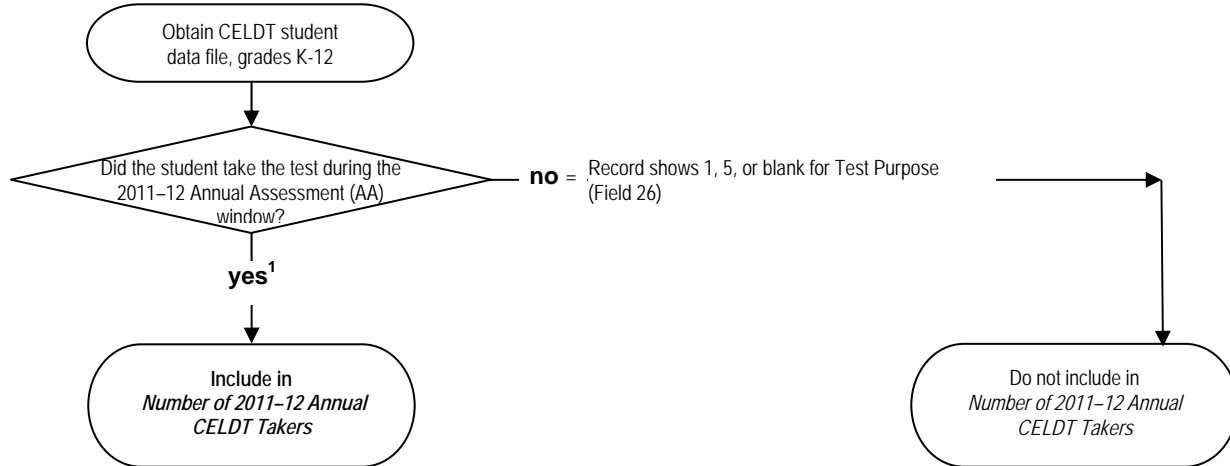
<sup>7</sup> Each LEA or consortium must meet the required percentage of previous year CELDT scores for AMAO 1 calculations. If the percentage of 2011–12 annual CELDT takers with required previous year scores is between 65 and 85 percent, the results should be interpreted with caution due to lower reliabilities of small group sizes. If less than 65 percent of 2011–12 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.

## Inclusion/Exclusion Rules Flowchart AMAO 1 CELDT, Grades Kindergarten Through Twelve

### *Number of 2011–12 Annual CELDT Takers*

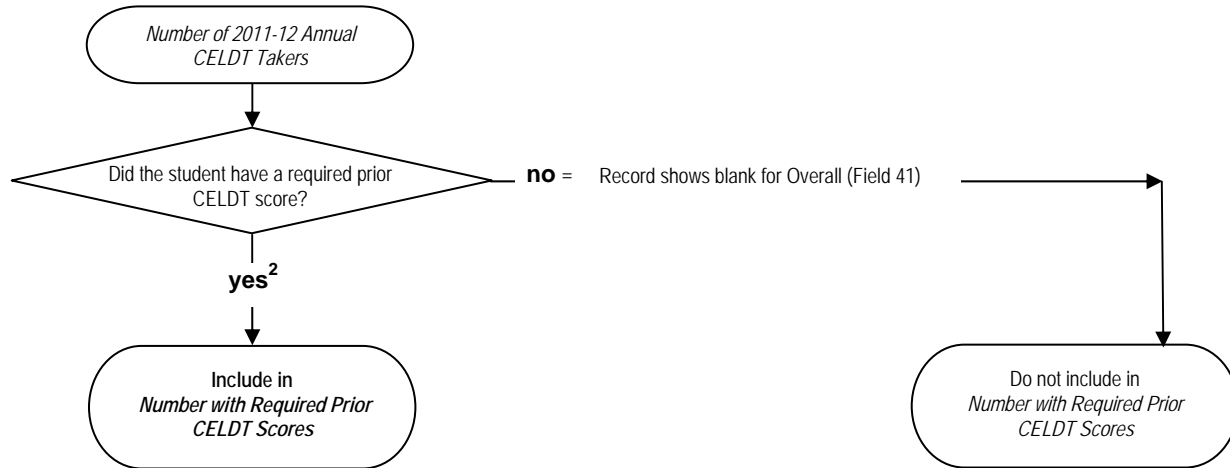
Calculate for each Title III funded LEA or consortium.

Codes for record fields are listed on page 28.



### *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 2011–12 annual CELDT taker is a student who took the CELDT during the AA window of July 1 through October 31, 2011. 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.

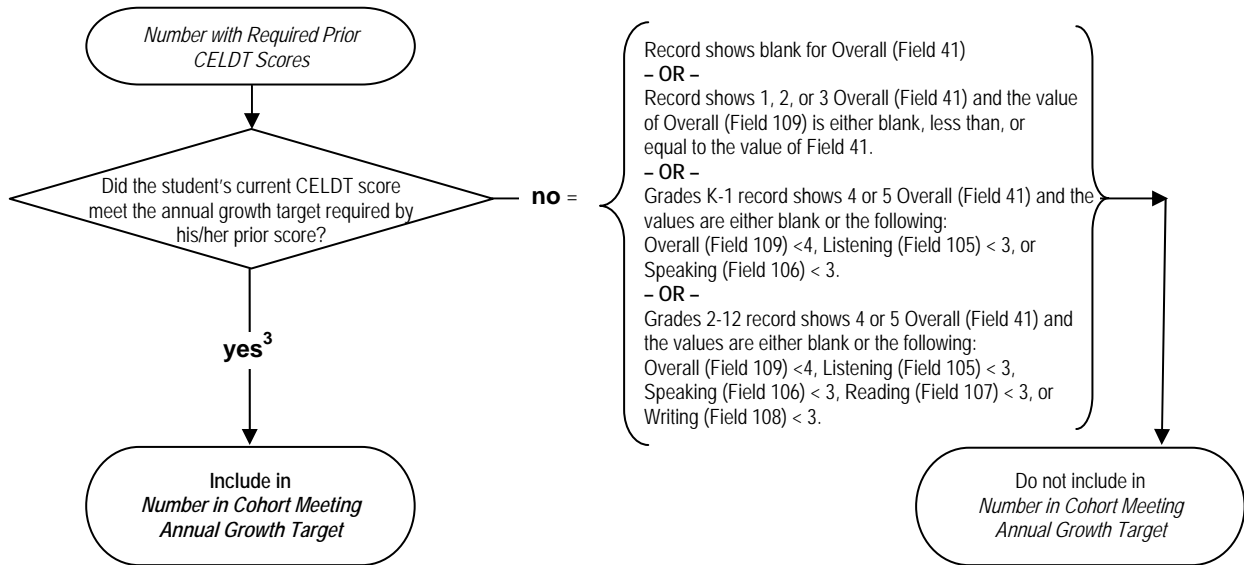
2 Record shows 1, 2, 3, 4, or 5 for Overall (Field 41).

## Inclusion/Exclusion Rules Flowchart AMAO 1 (continued) CELDT, Grades Kindergarten Through Twelve

### *Number in Cohort Meeting Annual Growth Target*

Calculate for each Title III funded LEA or consortium.

Codes for record fields are listed on page 28.



3 Record shows 1, 2, or 3 Overall (Field 41) and the value of Overall (Field 109) is greater than the value of Field 41.  
 - OR -  
 Grades K-1 record shows 4 or 5 Overall (Field 41) and all of the values are the following: Overall (Field 109) > or = 4, Listening (Field 105) > or = 3, and Speaking (Field 106) > or = 3.  
 - OR -  
 Grades 2-12 record shows 4 or 5 Overall (Field 41) and all of the values are the following: Overall (Field 109) > or = 4, Listening (Field 105) > or = 3, Speaking (Field 106) > or = 3, Reading (Field 107) > or = 3, or Writing (Field 108) > or = 3.

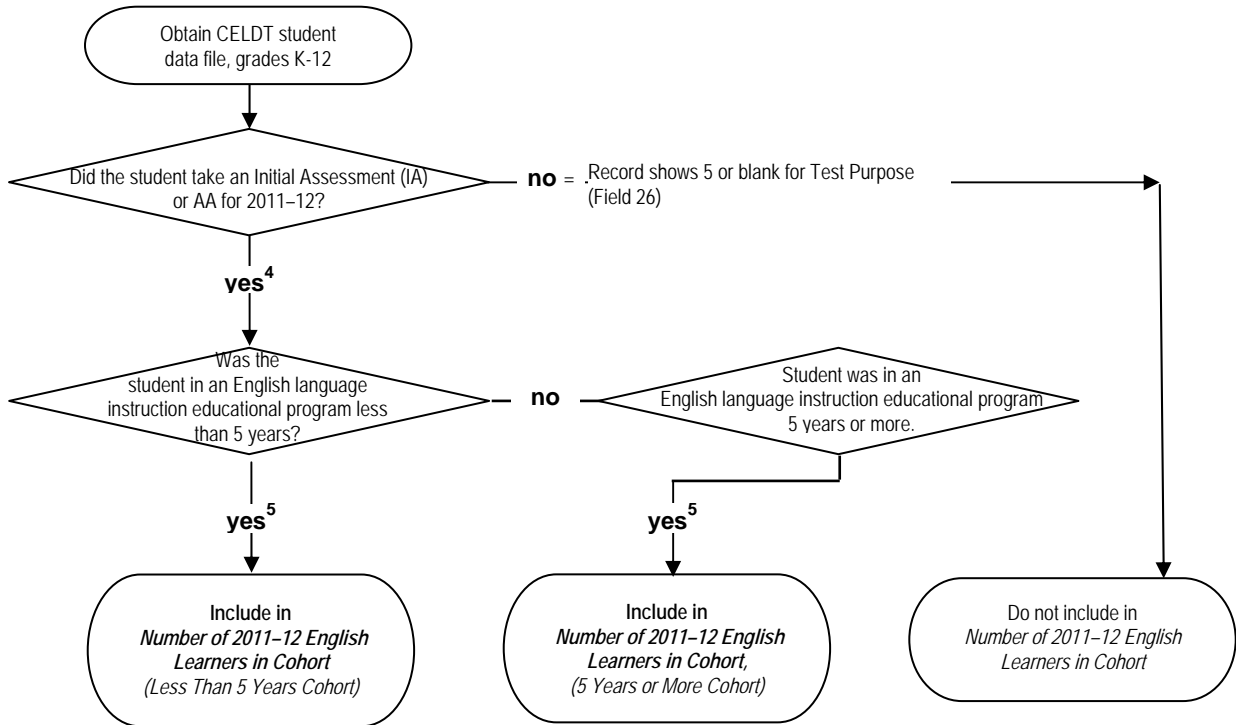
The annual growth target for a student is dependent upon the overall performance level on the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, 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.

## Inclusion/Exclusion Rules Flowchart AMAO 2 CELDT, Grades Kindergarten Through Twelve

### *Number of 2011–12 English Learners in Cohort*

Calculate for each Title III funded LEA or consortium.

Codes for record fields are listed on page 28.



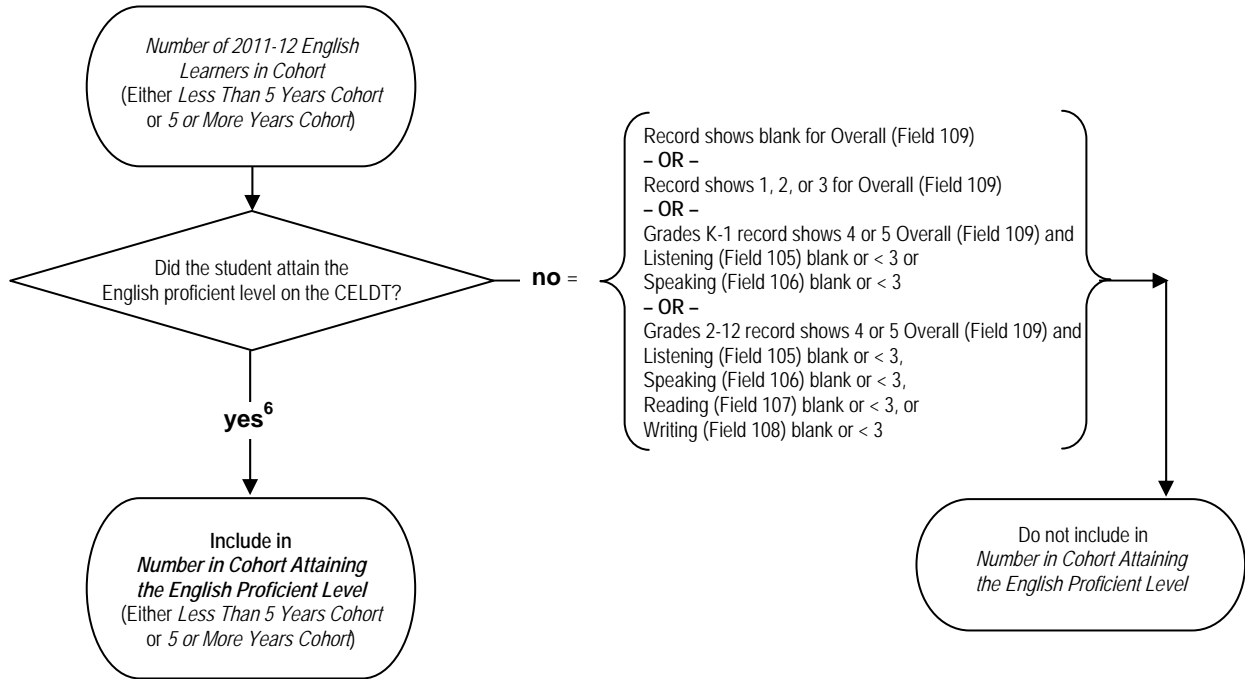
- 4 Record shows 1, 2, or 4 for Test Purpose (Field 26). AMAO 2 calculations include initial CELDT takers tested during the AA window if they were classified as EL. If the CELDT record is received by the deadline of 11/15/2011 but shows a Date Testing Completed (Field 29) as blank or erroneous, the record is still included, and the date of 09/01/2011 is used as the testing date, which corresponds to the mid-point of the CELDT AA window. If the CELDT record is received after the deadline of 11/15/2011 and shows a Date Testing Completed (Field 29) as blank or erroneous, 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 pages 6 and 7. 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). If Field 30 is blank or erroneous, Group Identification Sheet (GIS) Grade (Field 10) is used to determine the cohort: If Field 10 < 5, the record is assigned to Less Than 5 Years Cohort, and if Field 10 > or = 5, the record is assigned to 5 Years or More Cohort.

## Inclusion/Exclusion Rules Flowchart AMAO 2 (continued) CELDT, 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.

Codes for record fields are listed on page 28.



6 Grades K-1 record shows 4 or 5 Overall (Field 109) and Listening (Field 105) > or = 3 and Speaking (Field 106) > or = 3.  
 - OR -  
 Grades 2-12 record shows 4 or 5 Overall (Field 109) and Listening (Field 105) > or = 3, Speaking (Field 106) > or = 3, Reading (Field 107) > or = 3, and Writing (Field 108) > or = 3.

## Testing Codes Considered in Title III Accountability Calculations

The following table shows the 2011–12 CELDT data fields and testing codes that are considered in Title III calculations for AMAOs 1 and 2. The 2011–12 Student Score File Layout is accessed on the CELDT Web page at: <http://www.celdt.org/> (Outside Source).

**CELDT Fields and Codes Used in Title III Accountability**

Field Number	Field Name	Valid Values and Ranges	Used in AMAOs
10	GIS 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
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		
105	Listening	CELDT Performance Level 1 = Beginning 2 = Early Intermediate 3 = Intermediate 4 = Early Advanced 5 = Advanced	1 and 2
106	Speaking		
107	Reading		
108	Writing		
109	Overall		

# Consequences of Not Meeting AMAOs

The ESEA requires that all Title III funded LEAs and consortia annually meet Title III accountability criteria.

## Notification of Parents

If a Title III funded LEA or consortium does not meet one or more of the three AMAOs in any year, it must:

- Inform the parents of all ELs in the LEA or the consortium, that the AMAOs have not been met.

This notification should be provided within 30 calendar days of the public release of the complete Title III Accountability reports. A sample parent notification letter is available in English and Spanish on the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>. The consortium lead is responsible for ensuring that parents of ELs of all consortium members are notified if AMAOs are not met.

## Development of an Improvement Plan

If a Title III funded LEA or consortium does not meet one or more of the three AMAOs for two consecutive years (2010–11 and 2011–12), 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 California Accountability and Improvement System (CAIS). More information on the improvement plan may be found at the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

## Modification of Curriculum and Instruction

If an LEA or consortium does not meet one or more of the three AMAOs for four consecutive years (2008–09, 2009–10, 2010–11, and 2011–12), 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 CAIS. More information on the improvement plan may be found at the CDE



Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

## Changes to AMAO Consequences

Two options for LEAs and consortia that have been identified as not meeting AMAOs in a prior year are as follows:

### ■ Advancing in AMAO Consequences

An LEA or consortium that begins the school year under AMAO consequences and does not meet all AMAO criteria for that school year will advance to the next year of AMAO consequences. For example, a school that implemented Year 2 during the 2010–11 school year and did not meet all 2011–12 AMAO criteria will advance to Year 3 during 2011–12. This school must continue the interventions that began during Year 2 and begin those interventions required in Year 3.

### ■ Exiting AMAO Consequences

An LEA or consortium will exit AMAO consequences if it makes all AMAO criteria for the current year. A school exiting AMAO consequences will not be subject to Title III corrective actions. For example, an LEA that was under AMAO Year 2 consequences during the 2010–11 school year and met all 2011–12 criteria will exit AMAO Year 2 consequences during 2011–12 and will become AMAO Year 0.

Requirements for LEAs and consortia are located on the CDE Title III Accountability Requirements 2012 Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>. For further Title III program technical assistance, contact the CDE Language Policy and Leadership Office by phone at 916-319-0845.

# Appendix A

## Confidence Interval Table for 2011–12 Title III Accountability

### For LEAs or Consortia with Fewer than 30 Students for AMAO 1 or AMAO 2

To use the table, determine the number of scores in the cohort and then look under the appropriate column to determine the number in the cohort that is required to meet the AMAO criteria in order to meet the target.

Number of Scores in Cohort	AMAO 1	AMAO 2 – Less than 5 Years	AMAO 2 – 5 Years or More
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	1	0	0
7	1	0	0
8	1	0	0
9	2	0	1
10	2	0	1
11	2	0	1
12	3	0	1
13	3	0	2
14	3	0	2
15	4	0	2
16	4	0	3
17	5	0	3
18	5	0	3
19	5	0	3
20	6	1	4
21	6	1	4
22	7	1	4
23	7	1	5
24	7	1	5
25	8	1	5
26	8	1	6
27	9	1	6
28	9	1	6
29	10	2	7

# California Department of Education Contacts and Related Internet Pages

Topics	Contact Office	Web Page
	Analysis, Measurement, and Accountability Reporting Division 916-319-0869	
• ESEA Title I Accountability Requirements		<a href="http://www.cde.ca.gov/nclb/fr/">http://www.cde.ca.gov/nclb/fr/</a>
• AYP Appeals and Accountability Workbook	Evaluation, Research, and Analysis Unit 916-319-0869 <a href="mailto:evaluation@cde.ca.gov">evaluation@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a>
• API and AYP Calculations	Academic Accountability Unit 916-319-0863 <a href="mailto:aau@cde.ca.gov">aau@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/ap/">http://www.cde.ca.gov/ta/ac/ap/</a> <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a>
• ESEA Title III Accountability	Evaluation, Research, and Analysis Unit 916-323-3071 <a href="mailto:amao@cde.ca.gov">amao@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/t3/">http://www.cde.ca.gov/ta/ac/t3/</a>
	Assessment Development and Administration Division 916-319-0572	
• STAR Program – CST, CMA, CAPA, and STS	STAR Program and Assessment Transition Office 916-445-8765 <a href="mailto:star@cde.ca.gov">star@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a> <a href="http://www.cde.ca.gov/ta/tg/sr/cmastar.asp">http://www.cde.ca.gov/ta/tg/sr/cmastar.asp</a> <a href="http://www.startest.org/sts.html">http://www.startest.org/sts.html</a>
• CAHSEE	High School and Physical Fitness Assessment Office 916-445-9449 <a href="mailto:cahsee@cde.ca.gov">cahsee@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>

Topics	Contact Office	Web Page
	<b>Assessment Development and Administration Division (continued)</b>	
• CELDT Program	English Language Proficiency Assessment Unit 916-319-0784 <a href="mailto:celdt@cde.ca.gov">celdt@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/tg/el/">http://www.cde.ca.gov/ta/tg/el/</a>
	<b>English Learner Support Division</b>	
• ESEA Title III Program and Technical Assistance	Language Policy and Leadership Office 916-319-0845	<a href="http://www.cde.ca.gov/sp/el/t3/">http://www.cde.ca.gov/sp/el/t3/</a>
	Network of Title III funded Regional COE Leads	<a href="http://www.cacompcenter.org/t3/ta/">http://www.cacompcenter.org/t3/ta/</a> (Outside Source)
	California Comprehensive Center at WestEd (Outside Source)	<a href="http://www.cacompcenter.org/">http://www.cacompcenter.org/</a> (Outside Source)
• Charter Schools	<b>Charter Schools Division</b> 916-322-6029 <a href="mailto:charters@cde.ca.gov">charters@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/sp/cs/">http://www.cde.ca.gov/sp/cs/</a>

# Glossary of Terms and Acronyms

<b>AA</b>	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.
<b>AAU</b>	The Academic Accountability Unit (AAU) is an office in the CDE that calculates and reports the API and AYP reports.
<b>AMAO</b>	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. AMAO 3 is based on data from the CST, CMA, CAPA, and/or the CAHSEE.
<b>AMOs</b>	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.
<b>AMARD</b>	The Analysis, Measurement, and Accountability Reporting Division (AMARD) of the CDE calculates and reports the API, AYP, PI, and Title III Accountability programs.
<b>API</b>	The Academic Performance Index (API) is the school accountability measurement under California's PSAA of 1999.
<b>APR</b>	The Academic Progress Reporting (APR) system provides an integrated approach to reporting results for state and federal accountability requirements and includes API, AYP, PI, and Title III reports.
<b>AYP</b>	Adequate Yearly Progress (AYP) is the federal accountability measure with a series of annual academic performance targets established for LEAs and the state. Under AMAO 3 of Title III of the ESEA, LEAs are required to meet or exceed requirements within two areas of the EL student group in order to meet AYP annually: Participation Rate and Percent Proficient for English-language arts and mathematics.
<b>CAHSEE</b>	The California High School Exit Examination (CAHSEE) is administered to all students in grade ten and to students in grades eleven and twelve if they did not pass the CAHSEE in grade ten.
<b>CAPA</b>	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications.
<b>CDE</b>	The California Department of Education (CDE) is the state education agency for California.

<b>CELDT</b>	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 results are included in the calculations for AMAOs 1 and 2.
<b>CELDT Common Scale</b>	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.
<b>CMA</b>	The California Modified Assessment (CMA) is an alternate assessment of the California content standards based on modified achievement standards for students with an individualized education program who meet the State Board of Education adopted eligibility criteria.
<b>COE</b>	A county office of education (COE) administers educational programs and coordinates with schools and school districts at the county office level.
<b>Consortium</b>	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. 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 to determine if the AMAOs have been met for the consortium as a whole.
<b>CST</b>	The California Standards Test (CST) is a set of tests annually administered to students in grades two through twelve. It includes the content areas of English-language arts, mathematics, history-social science, and science.
<b>Domains</b>	The CELDT assesses four domains in kindergarten through grade twelve: listening, speaking, reading, and writing.
<b>DRM</b>	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.
<b>ERA</b>	The Evaluation, Research, and Analysis (ERA) unit is an office in the CDE that calculates and reports the PI and Title III Accountability reports.
<b>ESEA</b>	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 English learners must be given the CELDT annually until they are reclassified as fluent English proficient. Title III sets AMAO targets that school district receiving Title III funds must meet.

<b>ELD Standards</b>	The English Language Development (ELD) standards, adopted by the State Board of Education in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
<b>EL</b>	An English learner (EL) is a student with a primary language other than English who is not yet proficient in English.
<b>ELA</b>	English-language arts (ELA) is a content area of STAR Program tests.
<b>English Proficient Level</b>	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.
<b>IA</b>	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.
<b>IFEP</b>	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.
<b>LEA</b>	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.
<b>LEP</b>	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.
<b>PSAA</b>	The Public Schools Accountability Act (PSAA) of 1999 established the API, the state accountability requirements for California.
<b>RFEP</b>	Reclassified Fluent English Proficient (RFEP) 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.
<b>STAR Program</b>	Each spring, students in grades two through eleven take a STAR test. Students take tests in math, reading, writing, science, and history. The STAR Program includes four tests: the California Standards Tests, the California Modified Assessment, the California Alternate Performance Assessment, and the Standards-based Tests in Spanish.