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Title III Accountability and the Implications of New Federal Guidelines

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**EL Accountability Leadership Institute
Burlingame, California December 7-8, 2009**

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Purposes Of Session

- Share 2008-09 Title III assessment and accountability results in context
- Describe proposed changes to California (CA) Title III accountability system to comply with the Notice of Final Interpretations (NOFI)
- Reflect on implications for local practice and the reauthorization of No Child Left Behind (NCLB)

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Title III Accountability

AMAO 1 – (CELDT)
Annual Progress in Learning English

AMAO 2 – (CELDT)
Attaining the English Proficient level on the CELDT

AMAO 3 – (CST, CAPA, CMA, CAHSEE)
Meeting Adequate Yearly Progress (AYP)
for the English Learner (EL) Subgroup at the LEA
level

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Title I and Title III Accountability for ELs

- Title I (AMOs, AYP, PI)
 - ELs must meet academic targets in English language arts (ELA) and math
 - Accountability at both school and local educational agency (LEA) levels
 - EL subgroup includes some R-FEPs
- Title III (AMAOs)
 - ELs must meet English language proficiency targets on CELDT
 - LEAs and consortia must meet Title I academic targets for ELs (AYP)

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AMAO 1- Annual Progress in Learning English

- Each EL has an annual growth expectation based on their previous CELDT score
- Title III LEAs/consortia have an annual target

Annual growth expectation for ELs:

- ELs at Beginning (B), Early Intermediate (EI), and Intermediate (I) level 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 2

English proficient level on CELDT:

- Early Advanced or Advanced Overall
- Domains of reading, writing, listening and speaking are at the Intermediate level or above

English proficient on CELDT is **not** the same as being reclassified fluent English proficient (RFEP)

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AMAO 2 Cohort

- Has included a subset of ELs who could reasonably be expected to achieve the English proficient level the current year
- Defined by prior proficiency level and time in US schools
- The AMAO 2 cohort will change in 2009-10 under the NOFI

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AMAO 3 – Academic Achievement

EL Subgroup meets AYP targets in:

ELA

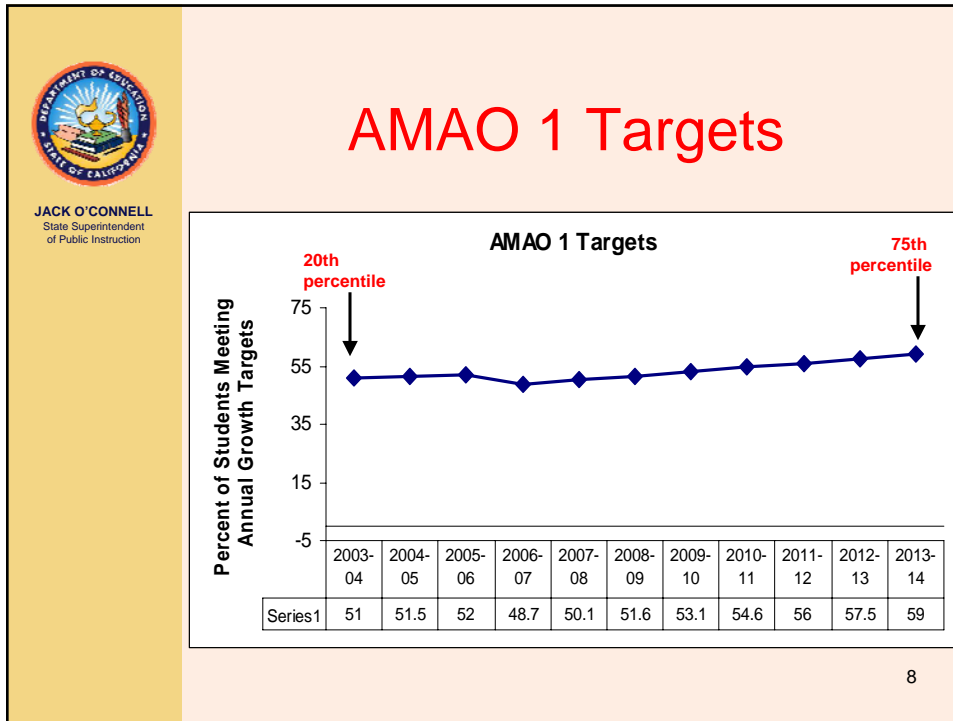
- ✓ Participation rate
- ✓ Percent Proficient or above

Mathematics

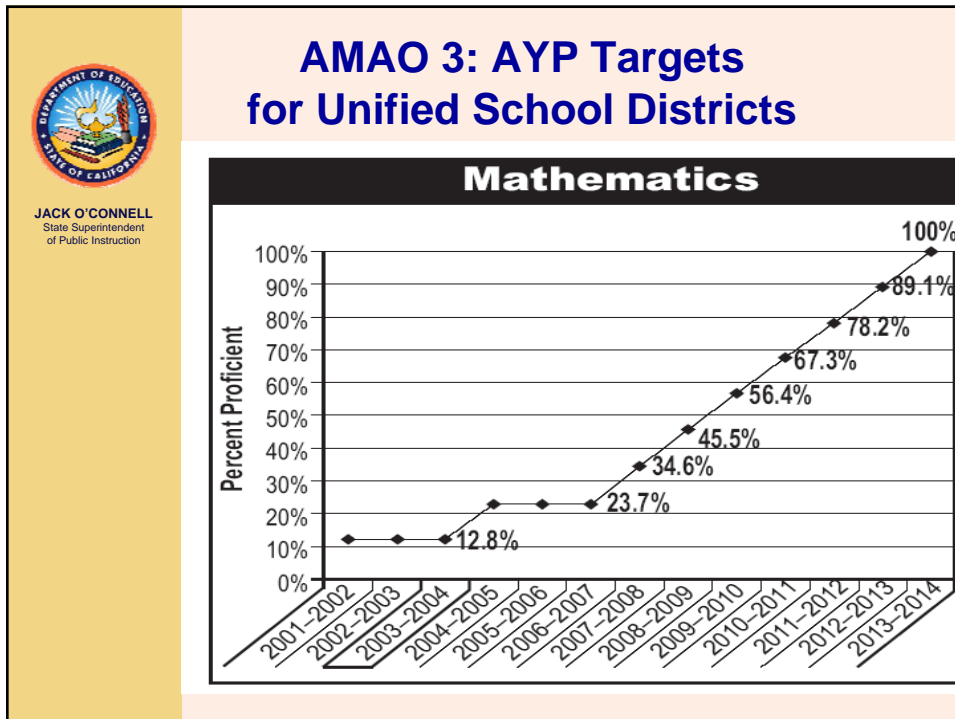
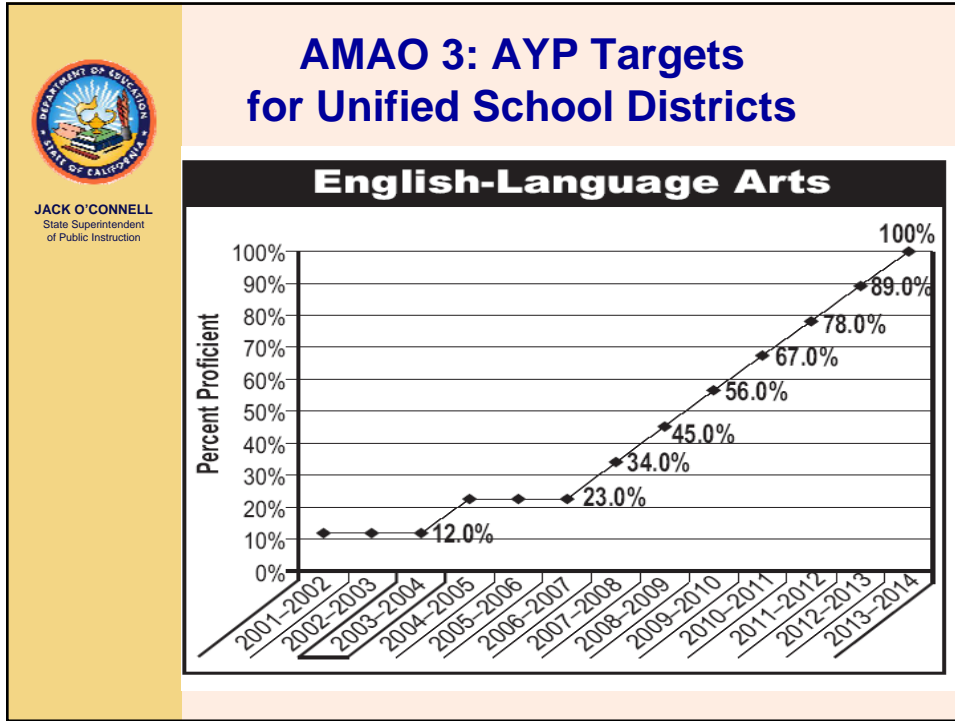
- ✓ Participation rate
- ✓ Percent Proficient or above


EL subgroup for AYP includes RFEP students until they score Proficient or above 3 times on the CST-ELA.

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- AMAO 2 Targets**
- AMAO 2 target for 2008-09 was 30.6 percent
 - AMAO 2 targets for 2009-10 will change due to the NOFI
 - The proposed target structure for AMAO 2 will be discussed at the January 2010 State Board of Education (SBE) meeting
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Safe Harbor and AMAO 3

- Safe harbor is an alternative method for meeting AYP
- As the targets for AYP increase more LEAs and consortia are meeting AYP through safe harbor
- Safe harbor calculations are applied at the LEA and consortia subgroup level

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Safe Harbor

- LEAs and consortia meet safe harbor by decreasing the percentage of students below the proficient level by 10 percent from previous school year
- A 75 percent confidence interval is applied to the safe harbor calculation

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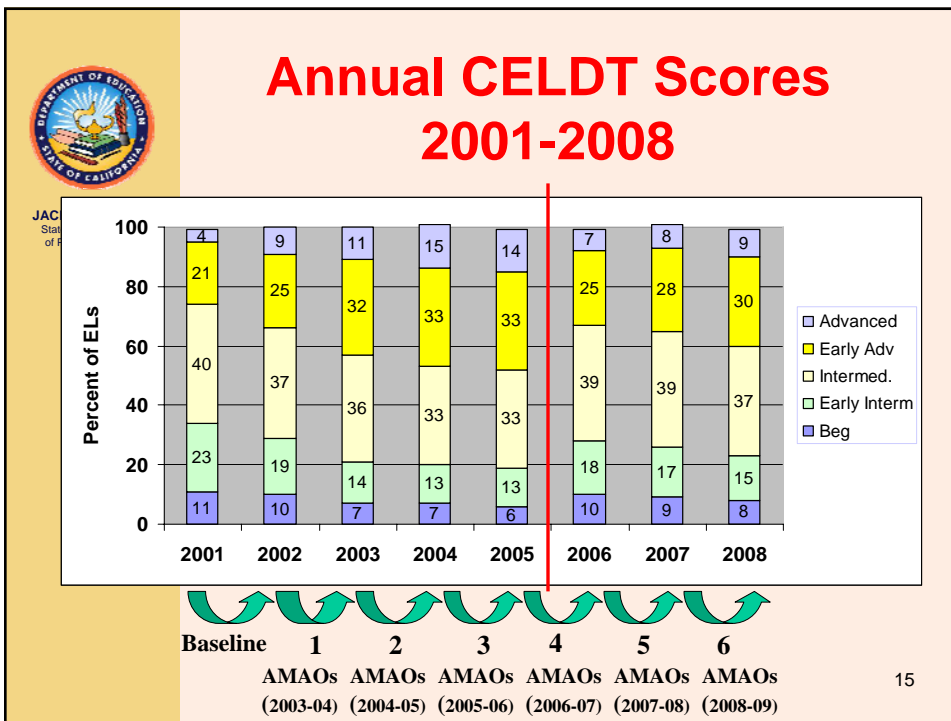


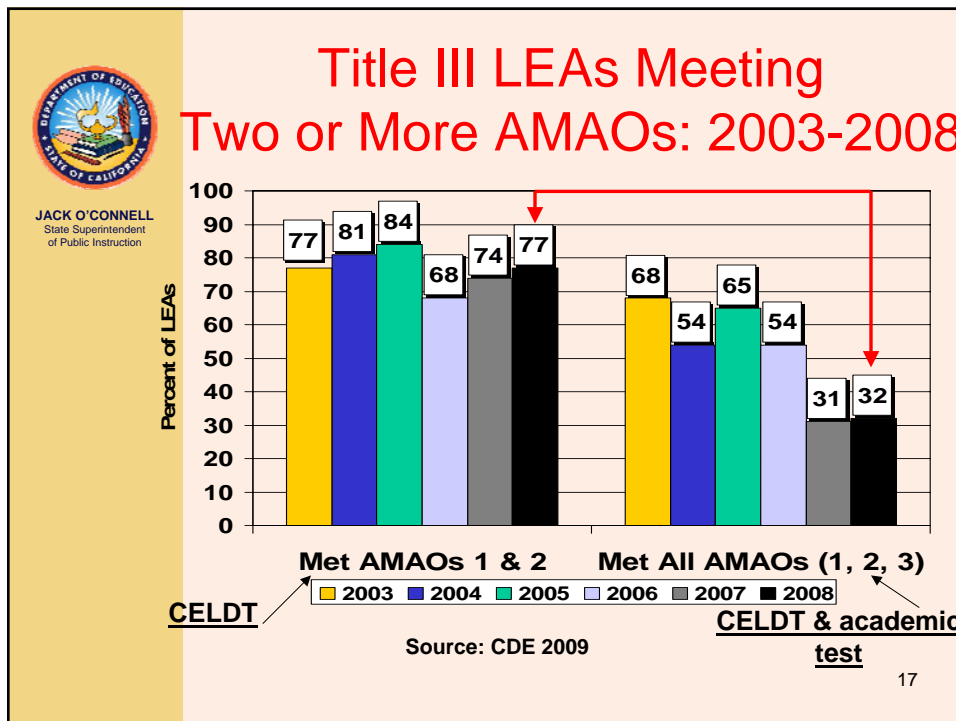
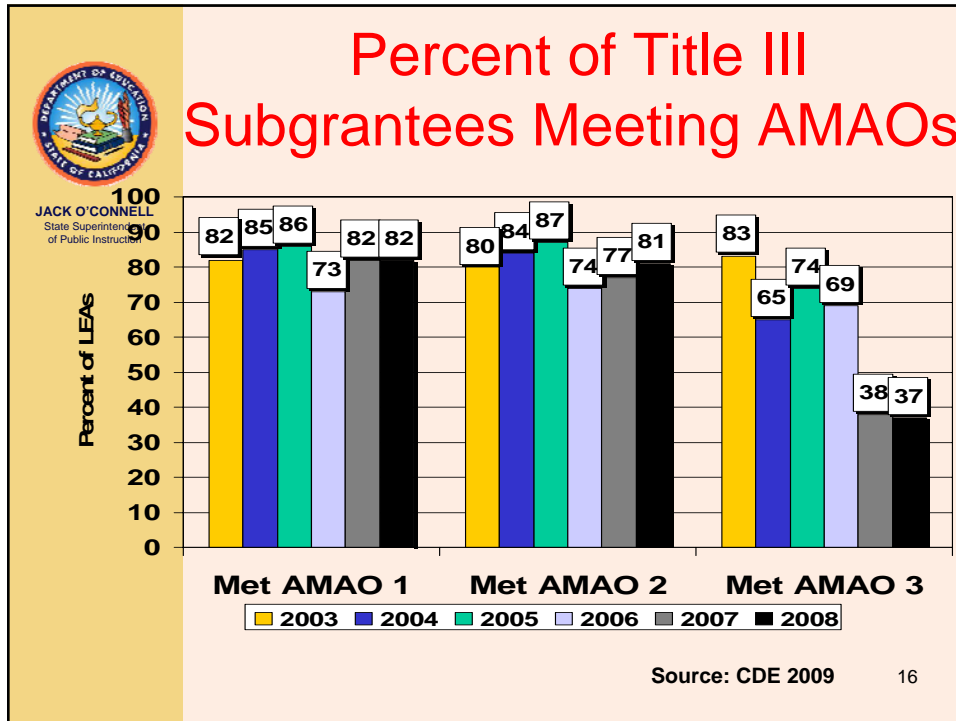
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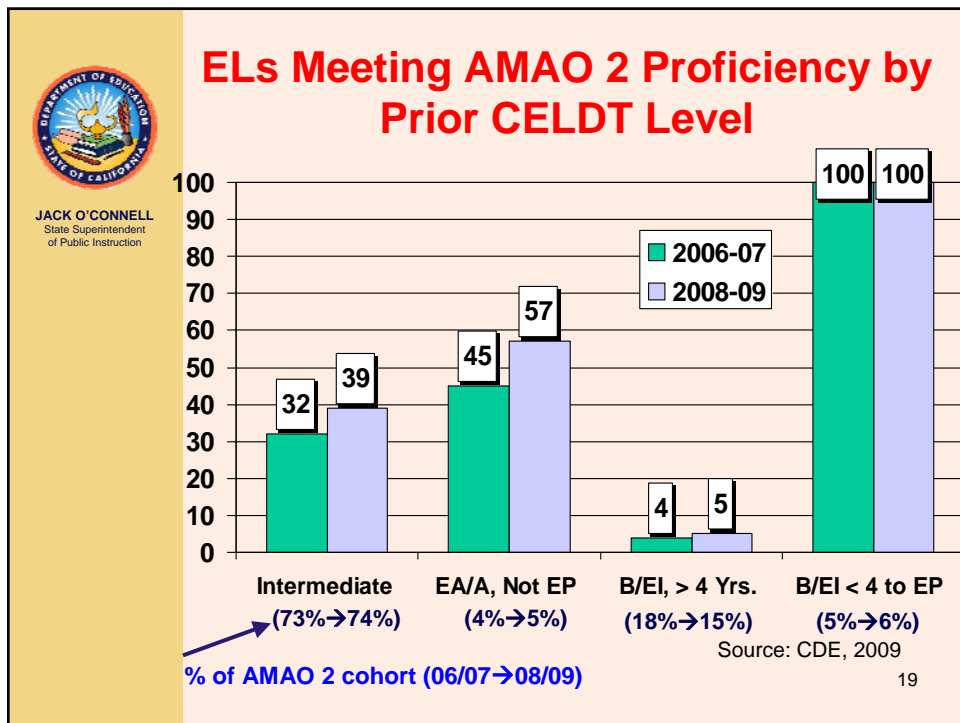
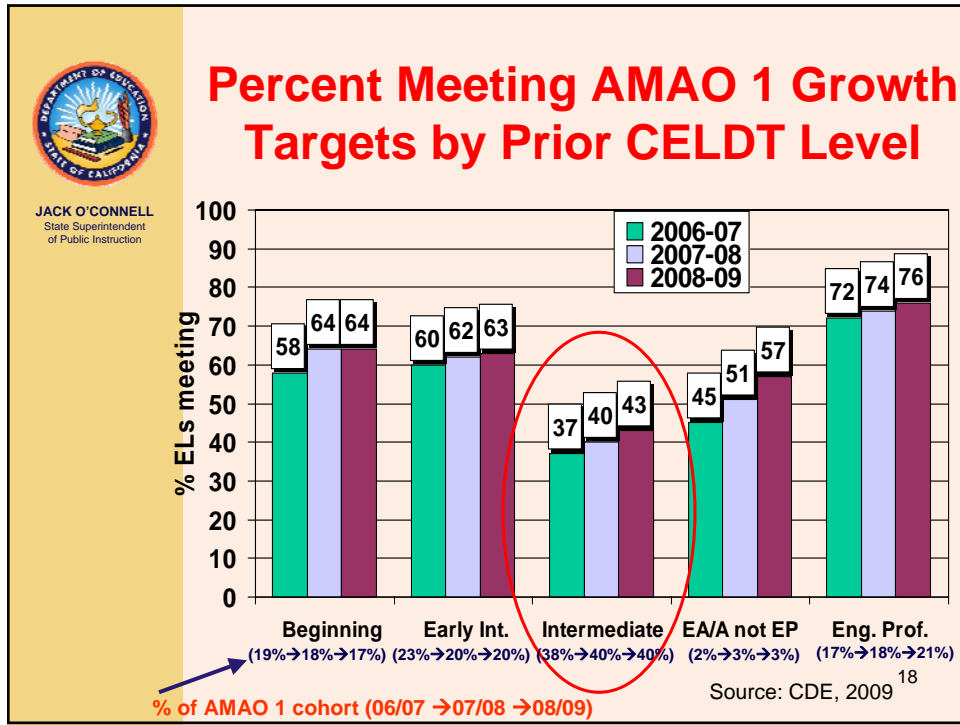
Percent of Subgrantees Meeting AMAOs in 2008-09


- AMAO 1 - 82% of Local Educational Agencies (LEAs)/consortia
- AMAO 2 - 81% of LEAs/consortia
- AMAO 3 - 37% of LEAs/consortia
- Met all 3 AMAOs - 32% of LEAs/consortia

Source: December 4, 2009 update 14










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AMAO Year Status

Year 1 LEAs/Consortia - 101
Year 2 LEAs/Consortia - 135
Year 3 LEAs/Consortia - 59
Year 4 LEAs (newly identified) - 9
Year 4 plus LEAs (continuing) - 129
Met all 3 AMAOs - 201

LEAs and consortia N=634
Source: December 4, 2009 update

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NOFI of Title III AMAOs

- Proposed Interpretations released in May 2008
- CDE/SBE submitted comments in June 2008
- Final Interpretations published in the Federal Register October 17, 2008
(<http://edocket.access.gpo.gov/2008/E8-24702.htm>)
- States are expected to implement the interpretations for the 2009-10 school year

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Many of CDE/SBE Concerns Addressed in NOFI

- ELs can attain English proficiency for AMAO 2 without scoring proficient in all language domains
- ELs with only one ELP test score not included in AMAO 1
- Reclassification not required for AMAO 2 proficiency criterion

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Interpretation 8 AMAOs and the Use of Cohorts

- Does not allow use of prior proficiency level in definition of AMAO 2 cohort
- If multiple cohorts are established for AMAO 2, they must be based on time in language instruction education programs
- If cohorts are established for AMAO 1 or 2 then state and subgrantees must meet targets for all cohorts in order to meet AMAO

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Interpretation 4 Inclusion of all ELs in AMAO 2

- Any EL who participates in one administration of the state's English language proficiency test (CELDT) must be included in AMAO 2
 - In California that would include initial testers

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California Will Need to Modify AMAO 2

- Need to include all English learners (ELs) in AMAO 2
 - all annual testers *plus* initial testers that are classified as EL
- May define multiple cohorts for AMAO 2 based on time in language instruction educational program
- If there are multiple cohorts the Title III subgrantees must meet the targets for all cohorts in order to meet AMAO 2

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Issues to Address Regarding AMAO 2

- How should the NOFI be applied to ELs who have taken only the initial CELDT?
- Should cohorts be established for AMAO 2 based on time in language instruction educational program?
- How should the target structure for AMAO 2 be modified?

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Inclusion of ELs Identified on Initial CELDT

- NOFI 4 requires any Title III EL student who participates in only one administration of state's English language proficiency (ELP) test must be included in AMAO 2
- California has concerns:
 - Students identified EL based on initial CELDT have just enrolled and not yet received instructional services
 - The U.S. Department of Education (ED) is holding firm that all students need to be included in AMAO 2

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Inclusion of Initial Testers Classified as EL

- Will not include students classified as Fluent English proficient on the Initial CELDT (IFEPs)
- Possibility of weighting the initial testers so that they contribute less than full weight in AMAO 2 calculation
- Because initial ELs are *by definition* not English proficient on CELDT, targets will be adjusted to reflect this

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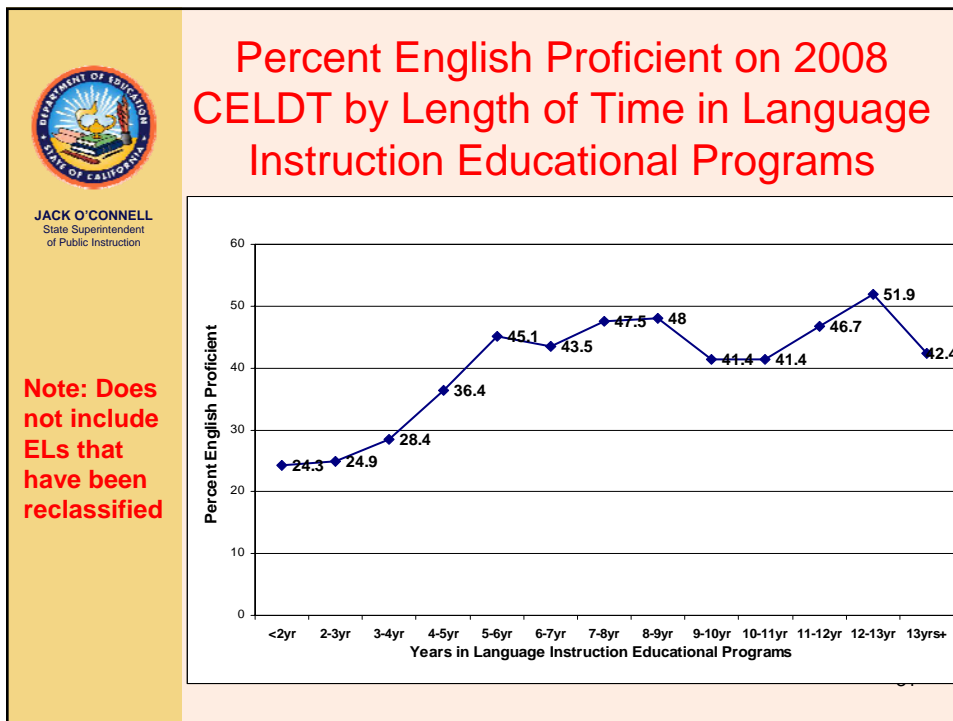
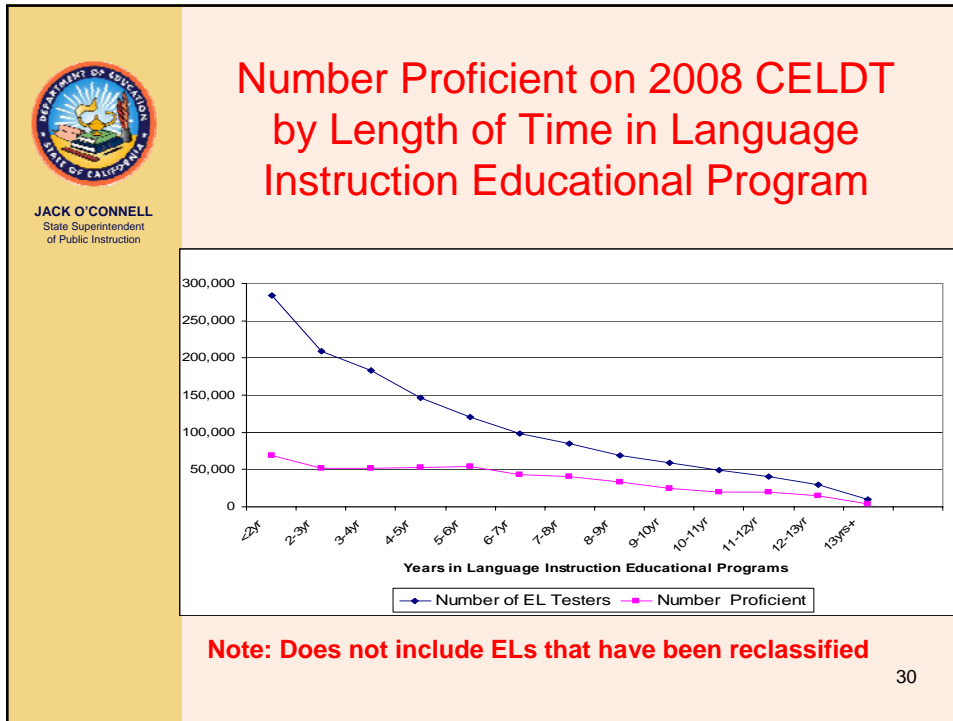



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Defining “Time in Language Instruction Educational Program”

- Term Title III uses to encompass the full range of services for ELs
- Date of U.S. enrollment is the only data element collected with CELDT that could be used
- Time in program = Date CELDT completed (e.g., Oct. 2009) - Date of U.S. enrollment (e.g., Sept. 2006): (three years, 1 month in program)

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How Should the Target Structure be Modified?

Assumptions in setting targets:

- Hold Title III subgrantees harmless by maintaining the same percentage of subgrantees meeting AMAO 2 as had met in the previous year
- Adjust targets to account for increased difficulty in meeting multiple targets

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Minor Change Needed for AMAO 1

- NOFI 4 states that it is not necessary for the two ELP assessments to be in consecutive years to measure growth for AMAO 1
- In 2009-10, allow the previous CELDT score to be from administration before 2008-09
- Can not include scores prior to 2006-07 because of changes to CELDT scale and performance levels

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Next Steps

- State Board of Education items
 - Information memorandum in December 2009
 - Action item for January 6-7, 2010
- Submission to ED of changes to Title III Accountability to comply with NOFI (January 15, 2010)

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Implication: Monitoring ELD Progress Over Time Matters

AMAO 2: How are EL students performing on CELDT based on the length of time they have been in US schools? (ELSSA Q. 5.a.)

Length of Time in U.S. Schools	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Inter-mediate	Early Inter-mediate	Beginning	Total (by Time)
6 or more years	n=	141	9	171	36	23	380
	%	37%	2%	45%	9%	6%	51%
5 years	n=	32	4	71	13	8	128
	%	25%	3%	55%	10%	6%	17%
4 years	n=	10	3	69	23	8	113
	%	9%	3%	61%	20%	7%	15%
3 years or less	n=	14	10	42	29	33	128
	%	11%	8%	33%	23%	26%	17%
Total (by ELD level)	n=	197	26	353	101	72	749
	%	26%	3%	47%	13%	10%	

www.cacompcenter.org/esea-requirements

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ESEA Reauthorization: Possibilities on the Horizon

- From status bars to growth models
- Relating ELD progress and proficiency to academic achievement
 - Tighter relationship between Title III AMAOs and Title I AYP
- Strengthening Title I support for EL accountability and instructional improvement

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For More Information

- Title III Accountability Web page
<http://www.cde.ca.gov/ta/ac/t3>

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