The background of the page features a large, faint watermark of the Seal of the California Department of Education. The seal is circular and contains the text "DEPARTMENT OF EDUCATION" at the top and "OF CALIFORNIA" at the bottom. In the center, there is a lamp of knowledge with rays of light emanating from it, a stack of books, a quill pen in a holder, and a pencil. A five-pointed star is also visible on the right side of the seal.

**2009–10  
Title III Accountability Report  
Information Guide**

**August 2010**

Prepared by the  
Assessment, Accountability, and Awards Division  
California Department of Education

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## **Changes to the 2009–10 Title III Accountability Calculations**

There are several important changes to the calculation of the Title III accountability results for 2009–10.

### **Inclusion of Reading and Writing Scores on the California English Language Development Test for Kindergarten and Grade One**

The 2009–10 Edition of the California English Language Development Test (CELDT) assessed kindergarten and grade one (K–1) students in the domains of reading and writing and these domains will be included in the annual measurable achievement objective (AMAO) 1 and 2 calculations as is indicated below:

- An overall performance level score for K–1 students will be calculated weighting the domains of reading and writing at 5 percent each and the domains of listening and speaking at 45 percent each.
- The English proficient level for K–1 has been changed to require an overall performance level score of Early Advanced or Advanced (computed using the weighting of the domains as stated above) and the performance level domain scores of listening and speaking be at the Intermediate level or above. The domains of reading and writing do not have to be at the Intermediate level.

### **Changes due to the Federal Notice of Final Interpretations**

The following changes are required by the U.S. Department of Education (ED) in the Notice of Final Interpretations (NOFI) on Title III accountability that was released in October 2008. The following changes were approved by the State Board of Education (SBE) in January and May 2010.

#### **AMAO 1**

Allow the prior year CELDT scores to come from a year other than the immediately preceding year. The prior year score should be from the most recent year in which the student was tested but can not be from a year prior to the 2006–07 Edition of the CELDT.

#### **AMAO 2**

The NOFI requirements for the AMAO 2 include the following:

- All English learners (ELs) need to be included in the cohorts for AMAO 2 including students who take the initial CELDT and are classified as ELs.
- Cohorts for the AMAO 2 can only be established based on the length of time in language instruction educational programs. If multiple cohorts are established for

the AMAO 2, a Title III subgrantee has to meet the targets for each cohort in order to meet the AMAO 2.

As a result of these requirements, the following changes have been made to the AMAO 2 calculation.

- Include initial CELDT takers tested during the annual testing window if they are classified as an EL.
- Establish two cohorts for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than five years, and (2) ELs who have been in language instruction educational programs for five years or more. Title III subgrantees must meet the targets for both cohorts in order to meet the AMAO 2.
- Use the new target structure for the two cohorts of the AMAO 2 as approved by the SBE in May 2010.

## Introduction

This guide is designed to help educators, policymakers, and interested members of the public understand the 2009–10 Title III Accountability Reports. This guide describes the accountability requirements in Title III and then provides explanatory notes for the accountability report. Title III of the Elementary and Secondary Education Act (ESEA) provides supplemental funding to local educational agencies (LEAs) and consortia of LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state’s academic and content standards. Title III requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two AMAOs for increasing the percentage of EL students making progress in learning English and attaining English proficiency
- Include a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA or consortium level
- Hold Title III-funded LEAs and consortia accountable for meeting the three AMAOs

Title III permits the funding of LEAs that qualify for a grant award of \$10,000 or more. LEAs that do not qualify for a \$10,000 grant award must form a consortium with other LEAs so that together they qualify for a grant award of at least \$10,000. Title III Accountability Reports are prepared for each direct funded LEA or consortium funded by Title III. The results for consortium members are aggregated up to the consortium level.

## Title III AMAOs

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

## Assessments Used to Determine the AMAOs

The CELDT is California’s state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a 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 initially fluent English proficient (IFEP) or

an EL. ELs are required to take the CELDT each year during the annual assessment (AA) window of July 1 to October 31, until they are reclassified as fluent English proficient (RFEP). Throughout this guide the 2009–10 Annual CELDT refers to the CELDT administered during the AA window of July 1 through October 31, 2009. The prior year CELDT score should be from the most recent prior year. In some cases, the prior year CELDT score will be from a year other than the immediately preceding year. However, it is not possible to use results prior to the 2006–07 CELDT as earlier CELDT editions are not comparable due to changes to the performance levels and the formation of the common scale. For some students the prior year CELDT score will have been based on an initial assessment that was administered at the time the student first enrolled in a California public school.

The CELDT assesses four domains in kindergarten through grade twelve: listening, speaking, reading, and writing. Students receive an overall performance level score and performance level 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: kindergarten and grade one; 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 English language development (ELD) standards. Beginning with the 2006–07 Edition of the CELDT, there is a common scale for the CELDT from kindergarten through grade twelve.

AMAOs 1 and 2 are calculated based on data from the CELDT. AMAO 3 relating to meeting adequate yearly progress (AYP) requirements for the EL subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), the California Modified Assessment (CMA), and/or the California High School Exit Examination (CAHSEE). For more information on AYP requirements, go to the California Department of Education (CDE) AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Title III AMAOs for ELs**

AMAO	Assessment
AMAO 1: Percent of ELs Making Annual Progress in Learning English	CELDT
AMAO 2: Percent of ELs Attaining the English Proficient Level	CELDT
AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA or Consortia Level	CST, CAPA, CMA, CAHSEE

## **English Proficient Level on 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 at the Intermediate level or above
  - For K–1, 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

Students are considered for reclassification when they are at 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 also use academic performance in basic skills, teacher evaluations, and parent consultation.

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

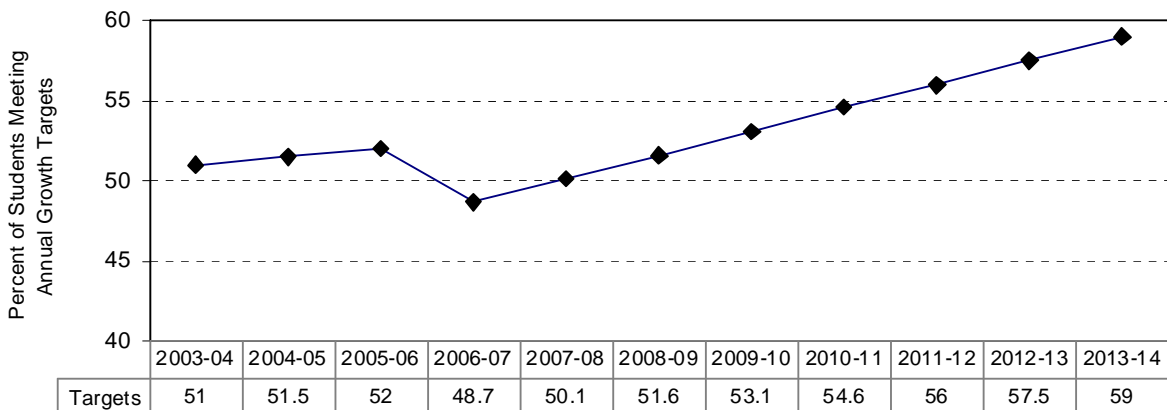
The AMAO 1 reflects the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on the CELDT depending upon what level they were at on the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain 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. ELs at the English proficient level are expected to maintain that level.

**Annual Growth Target on CELDT**

Most Recent Previous CELDT Overall Performance Level	Annual Growth Target
<ul style="list-style-type: none"> <li>Beginning</li> </ul>	<ul style="list-style-type: none"> <li>Early Intermediate Overall</li> </ul>
<ul style="list-style-type: none"> <li>Early Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate Overall</li> </ul>
<ul style="list-style-type: none"> <li>Intermediate</li> </ul>	<ul style="list-style-type: none"> <li>Early Advanced Overall</li> </ul>
<p>Early Advanced or Advanced, but not at the English proficient level on the CELDT. One or more domains is below Intermediate (listening and speaking domains for K–1) (listening, speaking, reading, and writing for grades 2–12).</p>	<ul style="list-style-type: none"> <li>Achieve the English proficient level. (Overall proficiency level needs to remain at Early Advanced or Advanced level and all 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.)</li> </ul>
<ul style="list-style-type: none"> <li>Early Advanced or Advanced and at the English proficient level on the CELDT</li> </ul>	<ul style="list-style-type: none"> <li>Maintain English proficient level on the CELDT</li> </ul>

The percent of annual CELDT testers within each LEA or consortium that are expected to meet the annual growth target each year are shown in Figure 1. In September 2007, the SBE approved new targets for 2006–07 to 2013–14 that were aligned to the new CELDT performance level cut scores and the new common scale.

**Figure 1. Targets for AMAO 1**



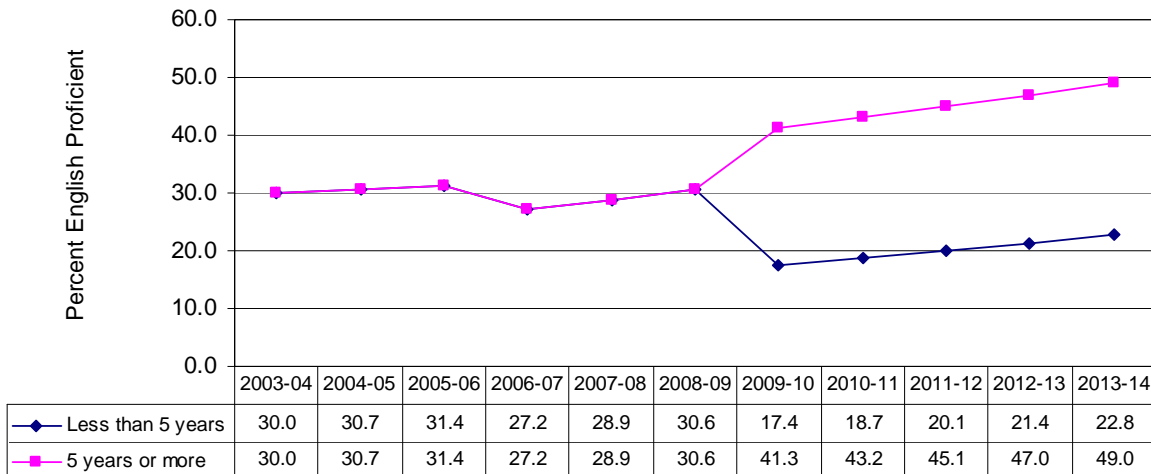


## AMAO 2 – Percent of ELs Attaining the English Proficient Level on the CELDT

The AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for five years or more.

In May 2010, the SBE approved new targets for the AMAO 2 for 2009–10 to 2013–14. Title III subgrantees need to meet the targets for both cohorts in order to meet the AMAO 2. Figure 2 presents the new targets for the two cohorts.

**Figure 2. Targets for AMAO 2**



As defined by Title III, language instruction educational programs encompass the full range of services and programs delivered to ELs, including ELD, structured English immersion, specially designed academic instruction in English, and alternative programs. The time in language instruction educational programs is derived by determining the difference between the date the student completed the CELDT and the date the student was first enrolled in U.S. schools. The time in language instruction educational programs assumes that all students are receiving specialized EL services as is required by state and federal law as soon as they enroll in U.S. schools.

Under the NOFI, all ELs taking the state's English language proficiency test are required to be included in the AMAO 2 calculations. In California, a student's first administration of the CELDT is the initial assessment. This assessment is administered prior to or within 30 days of enrolling in a California school and is used to determine if the student is an EL or is an IFEP. For the purposes of AMAO 2, an initial tester in K–1 will be considered to be an EL if they are not scoring at the English proficient level on the CELDT using only the listening and speaking domains weighted at 50 percent

each. For grades two through twelve, those initial testers that are not at the English proficient level on CELDT as defined on page 3 will be considered to be EL and will be included in the AMAO 2 calculations. Those initial CELDT testers who score at the English proficient level on the CELDT will be considered to be IFEP and will not be included in the calculations for the AMAO 2.

### **AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA or Consortium Level**

The AMAO 3 holds the Title III LEAs and consortia accountable for meeting targets for the EL subgroup that are required of all LEAs, schools, and subgroups under ESEA. The academic achievement targets specify the percent of ELs who must score at the proficient or advanced level in English-language arts (ELA) and mathematics on the state assessments used to determine AYP.

#### **2010 AYP Targets for the EL Subgroup**

Type of LEA	Targets		
	Participation Rate ELA and Mathematics	Percent Proficient ELA	Percent Proficient Mathematics
Unified districts, county offices of education, and high school districts (Grades 2–8 and 9–12)	95.0%	56.0%	56.4%
Elementary districts, charter elementary schools, and charter middle schools	95.0%	56.8%	58.0%
High school districts and charter high schools (Grades 9–12)	95.0%	55.6%	54.8%
Title III consortia	95.0%	56.0%	56.4%

In order to meet the AMAO 3, LEAs or consortia must meet the 2010 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup. Safe harbor is one of the alternative methods approved by the ED for meeting the AYP targets. The safe harbor calculations for the EL subgroup that are used in AYP reports are also applied to the AMAO 3.

The AYP calculations for the EL subgroup include RFEP students who have not scored proficient or above on the CST in ELA three times after being reclassified. Refer to the *2010 Adequate Yearly Progress Report Information Guide* that will be posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> in August 2010. This guide provides specific information on AYP requirements at the LEA level and details regarding the EL subgroup.

## Consequences of Not Meeting the AMAOs

If a Title III LEA or consortia 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 consortia as a whole, that the AMAOs have not been met

This notification should be provided within 30 days of the public release of the Title III Accountability Reports. A sample parent notification letter is available in English and Spanish on the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

If a Title III-funded LEA or consortia does not meet the AMAOs for two consecutive years (2008–09 and 2009–10), it must also:

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

The improvement plan shall specifically address the factors that prevented the LEA or consortia from achieving the AMAOs. 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>.

If the LEA does not meet the AMAOs for four consecutive years (2006–07, 2007–08, 2008–09 and 2009–10):

- The state shall require the LEA to modify its curriculum, program, and method of instruction

LEAs that are identified as not meeting AMAOs for two or four consecutive years will be notified by the CDE of further action that needs to be taken.

## Appeals Process

If a Title III LEA or consortium believes that there has been a calculation error in the computation of AMAOs 1 and 2, they should contact the CELDT and Title III Accountability Office of the Assessment, Accountability, and Awards Division (AAAD) regarding an appeal. Appeals of the AYP information used in the 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/>.

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

## Sample 2009–10 Title III Accountability Report

### Local Educational Agency (LEA)

**Release Date:** August 31, 2010  
**LEA:** San Dunes Unified  
**County:** Ocean  
**CDS Code:** 75-12345-0000000

[Click here for school information](#)

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 - Percent of ELs Making Annual Progress in Learning English

Number of 2009 Annual CELDT Takers	10,306
Number with Required Prior CELDT Scores	9,717
Percent with Required Prior CELDT Scores	94.3%
Number in Cohort Meeting Annual Growth Target	5,592
Percent Meeting AMAO 1 in LEA	57.5%
2009–10 Target	53.1%

**Met Target for AMAO 1** **Yes**

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

##### Less than 5 Years Cohort

Number of 2009–10 English Learners in Cohort	8,817
Number in Cohort Attaining the English Proficient Level	2,036
Percent in Cohort Attaining the English Proficient Level	23.1%
2009–10 Target	17.4%
Cohort Met Target	Yes

##### 5 Years or More Cohort

Number of 2009–10 English Learners in Cohort	4,489
Number in Cohort Attaining the English Proficient Level	1,791
Percent in Cohort Attaining the English Proficient Level	39.9%
2009–10 Target	41.3%
Cohort Met Target	No

**Met All Targets for AMAO 2** **No**

#### 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	No

##### Mathematics

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No

**Met Target for AMAO 3** **No**

#### Met All AMAO Criteria

Met all AMAOs **No**

#### Number of Consecutive Years Not Meeting AMAOs

Number of Years 2

## Explanatory Notes for the 2009–10 Title III Accountability Report

The explanatory notes for the 2009–10 Title III Accountability Report provide technical details on how the calculations were done to arrive at the data posted on each line of the report. This information is useful for LEA personnel who want to calculate the AMAOs for their LEA. Prior to performing AMAO calculations for 2009–10, LEAs will need to calculate the overall score and the English proficient level for K–1 students as approved by the SBE in July 2010.

### Calculation of the Overall Score and English Proficient Level on the CELDT for K–1

The 2009–10 Edition of the CELDT assessed K–1 students in the domains of reading and writing for the first time. These domains will be included in the AMAO 1 and 2 calculations beginning with 2009–10. LEAs will need to calculate an overall performance level score for K–1 using the steps below:

1. Download the Updated Student Score File for K–1 that was released in June 2010. This file contains the scale scores and performance levels for the reading and writing domains that will be needed for the AMAO calculations. To download the updated file, go to the Educational Data Systems Web page at <http://www.celdt.org> (Outside Source) and logon to the secure district portal, (the CELDT District Coordinator will have the password), then select *Student Score Files*. In the section titled “Special Score Files” select the link titled *Updated K–1 Student Score File*.
2. Calculate the overall performance level score for K–1 using the following weights which were approved by the SBE in July 2010: 45 percent listening, 45 percent speaking, 5 percent reading, and 5 percent writing. Note that the overall performance level score from the Updated Student Score File for K–1 can not be used because it is based on 50 percent listening and 50 percent writing.

To calculate the overall score for K–1, multiply the scale scores for each domain with the corresponding weight to come up with the weighted scale scores. The overall score is the sum of the four weighted scale scores. For example, if a grade one student achieved the CELDT scores of 455 for listening, 405 for speaking, 318 for reading, and 388 for writing, the overall score is computed as follows:

$$\begin{array}{rcccccc} \text{Listening} & & \text{Speaking} & & \text{Reading} & & \text{Writing} & & \text{Overall} \\ 455 (.45) & + & 405 (.45) & + & 318 (.05) & + & 388 (.05) & = & 422 \end{array}$$

Once the overall score is computed, the performance level can be determined from the conversion table in Appendix A on page 18. This overall score for K–1 is for accountability purposes and may be different from the overall score from

the Student Performance Level Score Report and the Updated K–1 Student Score File in which the overall score was based on listening and speaking only.

There is no change to the overall score for grades two through twelve. The overall score for these grades is calculated from weighting the domain scores as follows: 25 percent listening, 25 percent speaking, 25 percent reading, and 25 percent writing (i.e., the average of the four domains).

The SBE also approved a modification to the definition of the English proficient level on the CELDT for K–1 students in July 2010. The English proficient level on the CELDT will require an overall score of Early Advanced or Advanced using the weighting scheme on page 9. The domain scores of listening and speaking would need to be at the Intermediate level or above; the domain scores for reading and writing would not need to be at the Intermediate level. The English proficient level for K–1 students that is used in the Title III accountability calculations may be different from that reported on the Student Performance Level Score Reports for 2009–10.

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

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

#### **Number of 2009 Annual CELDT Takers**

This is the number of ELs who took the CELDT during the AA window of July 1, 2009 to October 31, 2009, and whose answer documents were submitted for scoring before December 31, 2009. This includes some ELs who have a test purpose code of AA outside window. It does not include initial test takers.

ELs from direct-funded charter schools are removed from the results of the sponsoring district or county office of education because direct-funded charter schools apply for Title III funding as a separate LEA.

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

This is the number of 2009 annual CELDT takers who have the required prior year CELDT scores needed to compute AMAO 1.

In order to calculate AMAO 1, the following data elements are needed:

- The most recent previous overall performance level score. The most recent previous overall performance level score cannot be from a year prior to 2006–07.
- The student's grade during the most recent previous CELDT administration.

- If the most recent previous performance level for the test is at the Early Advanced or Advanced level and the student was in grade two through grade twelve when tested, the performance level scores for the domains of listening, speaking, reading, and writing are required to determine if the student was at the English proficient level on the CELDT. If the student was in kindergarten or first grade, the domain scores for listening and speaking are needed.

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

This is the percent of 2009 annual CELDT takers who have the required prior year CELDT scores needed to compute the AMAO 1.

If the percent of 2009 annual CELDT takers with required prior year scores is between 65 and 85 percent, the results should be interpreted with caution. In these LEAs and consortia, the results may have been different if a greater proportion of annual CELDT takers had been included in the calculations.

If less than 65 percent of 2009 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.

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

This is the number of ELs in the AMAO 1 cohort who met the annual growth target. The annual growth target is shown on page 4.

### **Percent Meeting AMAO 1 in LEA or Consortia**

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

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

The final result is displayed to the tenths decimal place with the following rounding rule. If the hundredths decimal place is five or more, the tenths decimal place is increased by one.

### **2009–10 Target**

This is the 2009–10 target for the AMAO 1 for all Title III LEAs and consortia. It specifies the percent of ELs in the AMAO 1 cohort that must meet or exceed their annual growth target. The target for the AMAO 1 in 2009–10 is 53.1 percent.

### **Met Target for AMAO 1**

There are three possible values for meeting the target:

- “Yes” – The LEA or consortium met the target for the AMAO 1.
- “Yes\*\*” – The LEA or consortium met the target for AMAO 1 through the application of a confidence interval. The confidence interval table in Appendix B is used if there are less than 30 students with the required prior year data and the percent with the required prior year data is greater than 65.
- “No” – The LEA or consortium did not meet the target for the AMAO 1.

## **AMAO 2 – Percent of ELs Attaining the English Proficient Level on the CELDT**

The AMAO 2 measures the percent of ELs who have attained the English proficient level on the CELDT. Beginning in 2009–10, initial testers will be included in one of the two cohorts for the AMAO 2 if they are classified as ELs. For the purposes of AMAO 2, initial testers who are at the English proficient level on the CELDT will be classified as IFEPs, all other initial testers will be classified as ELs and included in the AMAO 2. All annual testers will also be included in the AMAO 2.

Beginning in 2009–10, there are two cohorts for the AMAO 2 based on the amount of time the ELs have been in language instruction educational programs. The time in language instruction educational program is determined by subtracting the date first enrolled in a U.S. school from the date CELDT testing was completed. For example, if the student enrolled in a U.S. school on September 7, 2009 and the date the CELDT was completed was September 28, 2009, the student would be enrolled for less than one month and would be included in the cohort of students who have been in language instruction educational programs for less than five years.

The following rules apply to missing data. If the date first enrolled in a U.S. school is missing, the value that corresponds to the student having been in U.S. schools since kindergarten is assigned. If an EL is missing the date the CELDT was completed, September 1, 2009 will be used which corresponds to the mid-point of the CELDT AA window.

### **Less Than Five Years Cohort**

#### **Number of 2009–10 English Learners in Cohort**

This cohort contains all ELs who have been in language instruction educational programs for less than five years. If the number is less than 30, the confidence interval table in Appendix B will be used to determine if the target is met.

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

This is the number of ELs who have been in language instruction educational programs for less than five years who attained the English proficient level on the



CELDT during the 2009 AA window. For more information on the definition of the English proficient level, see page 2.

### **Percent in Cohort Attaining the English Proficient Level**

This is the percent of ELs who have been in language instruction educational programs for less than five years who attained the English proficient level on the CELDT during the 2009 AA window.

$$\text{Percent meeting the cohort} = \frac{\text{Number in cohort attaining English proficient level}}{\text{Number of ELs in cohort}}$$

The final result is displayed to the tenths decimal place with the following rounding rule. If the hundredths decimal place is five or more, the tenths decimal place is increased by one.

### **2009–10 Target**

This is the 2009–10 target for the cohort of ELs who have been in language instruction educational programs for less than five years. It specifies the percent of the cohort that must meet the English proficient level on the CELDT during the 2009 AA window. The 2009–10 target for the cohort with ELs who have been in language instruction educational programs for less than five years is 17.4 percent.

### **Cohort Met Target**

There are three possible values for meeting the target:

- “Yes” – The LEA or consortium met the target.
- “Yes\*” – The LEA or consortium met the target through the application of a confidence interval.
- “No” – The LEA or consortium did not meet the target.

### **Five Years or More Cohort**

#### **Number of 2009–10 English Learners in Cohort**

This cohort contains all ELs who have been in language instruction educational programs for five years or more. If the number is less than 30, the confidence interval table in Appendix B will be used to determine if the target is met.

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

This is the number of ELs who have been in language instruction educational programs for five years or more who attained the English proficient level on the CELDT during the 2009 AA window. For more information on the definition of the English proficient level, see page 3.

**Percent in Cohort Attaining the English Proficient Level**

This is the percent of ELs who have been in language instruction educational programs for five years or more who attained the English proficient level on the CELDT during the 2009 AA window.

$$\text{Percent meeting the cohort} = \frac{\text{Number in cohort attaining English proficient level}}{\text{Number of ELs in cohort}}$$

The final result is displayed to the tenths decimal place with the following rounding rule. If the hundredths decimal place is five or more, the tenths decimal place is increased by one.

**2009–10 Target**

This is the 2009–10 target for the cohort of ELs who have been in language instruction educational programs for five years or more. It specifies the percent of the cohort who must meet the English proficient level on the CELDT during the 2009 AA window. The 2009–10 target for the cohort with ELs who have been in language instruction educational programs for five years or more is 41.3 percent.

**Cohort Met Target**

There are three possible values for meeting the target:

- “Yes” – The LEA or consortium met the target.
- “Yes\*” – The LEA or consortium met the target through the application of a confidence interval.
- “No” – The LEA or consortium did not meet the target.

**Met All Targets for AMAO 2**

There are two possible values for meeting the target:

- “Yes” – The LEA or consortium met the targets for both cohorts of the AMAO 2.
- “No” – The LEA or consortium did not meet the targets for one or both cohorts of the AMAO 2.

Title III LEAs and consortia must meet the targets for both cohorts in order to meet the AMAO 2.

### **AMAO 3 – Adequate Yearly Progress for English Learner Subgroup at the LEA or Consortia Level**

The AMAO 3 measures whether the EL subgroup for the LEA or consortium met the 2010 AYP participation rate and percent proficient requirements. Refer to the *2010 Adequate Yearly Progress Report Information Guide* on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/> for more specific information about the calculation of AYP.

#### **English-Language Arts**

##### **Met Participation Rate for English Learner Subgroup**

There are three possible values:

- “Yes” – The LEA or consortium met the participation rate for the EL subgroup.
- “No” – The LEA or consortium did not meet the participation rate for the EL subgroup.
- “--” – The LEA or consortium did not meet the minimum group size for the EL subgroup and no value is reported.

##### **Met Percent Proficient or Above for English Learner Subgroup**

There are three possible values:

- “Yes” – The LEA or consortium met the percent proficient or above for the EL subgroup.
- “No” – The LEA or consortium did not meet the percent proficient for the EL subgroup.
- “--” – The LEA or consortium did not meet the minimum group size for the EL subgroup and no value is reported.

#### **Mathematics**

##### **Met Participation Rate for English Learner Subgroup**

There are three possible values:

- “Yes” – The LEA or consortium met the participation rate for the EL subgroup.
- “No” – The LEA or consortium did not meet the participation rate for the EL subgroup.
- “--” – The LEA or consortium did not meet the minimum group size for the EL subgroup and no value is reported.

### **Met Percent Proficient or Above for English Learner Subgroup**

There are three possible values:

- “Yes” – The LEA or consortium met the percent proficient for the EL subgroup.
- “No” – The LEA or consortium did not meet the percent proficient for the EL subgroup.
- “--” – The LEA or consortium did not meet the minimum group size for the EL subgroup and no value is reported.

### **Met Target for AMAO 3**

There are two possible values for meeting the target:

- “Yes” – The LEA or consortium met all four components of the AMAO 3. If the LEA or consortium did not meet the minimum group size and no values were reported they will be considered to have met the AMAO 3 target.
- “No” – The LEA or consortium did not meet one or more of the four components of the AMAO 3.

### **Met All AMAO Criteria**

#### **Met All AMAOs**

There are two possible values for met all AMAO criteria:

- “Yes” – The LEA or consortium met all three AMAOs.
- “No” – The LEA or consortium did not meet one or more of the three AMAOs.

## **Number of Consecutive Years Not Meeting AMAOs**

### **Number of Years**

The value for the number of consecutive years not meeting AMAOs will range from 0 to 7 years. LEAs or consortia that met all three AMAOs in 2009–10 will receive a value of 0. LEAs or consortia that did not meet all three AMAOs in 2008–09 and 2009–10 will receive a value of 2. An LEA or consortia would receive a value of 7 if they did not meet all three AMAOs for each year from 2003–04 to 2009–10.

## Appendix A

### K–1 Scale Score to Performance Level Conversion Table

<b>Kindergarten</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
Beginning	220 – 361	140 – 352	220 – 281	220 – 340	184 – 351
Early Intermediate	362 – 408	353 – 404	282 – 318	341 – 370	352 – 399
Intermediate	409 – 454	405 – 456	319 – 376	371 – 397	400 – 448
Early Advanced	455 – 501	457 – 508	377 – 445	398 – 426	449 – 497
Advanced	502 – 570	509 – 630	446 – 570	427 – 600	498 – 598

<b>Grade 1</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
Beginning	220 – 361	140 – 352	220 – 359	220 – 392	184 – 358
Early Intermediate	362 – 408	353 – 404	360 – 397	393 – 408	359 – 405
Intermediate	409 – 454	405 – 456	398 – 445	409 – 434	406 – 453
Early Advanced	455 – 501	457 – 508	446 – 569	435 – 474	454 – 506
Advanced	502 – 570	509 – 630	570 – 570	475 – 600	507 – 598

*Note:* The overall performance level score is calculated using the weights which were approved by the SBE in July 2010: 45 percent listening, 45 percent speaking, 5 percent reading, and 5 percent writing.

**Appendix B**  
**Confidence Intervals for LEAs or Consortia with Fewer than 30 Students in One or More of the Cohorts for AMAO 1 or AMAO 2**

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

Number of Scores in Cohort	Required Number to Meet Target		
	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