

Item 7

Title III Accountability Issues in No Child Left Behind (NCLB)

This paper identifies issues for the SBE to address this month in order to meet the requirements of Title III of NCLB. The SBE's task under Title III is to define two annual measurable achievement objectives (AMAOs) for limited-English-proficient (LEP) students (§ 3122).

The two AMAOs that need to be defined are:

1. Gains in the percentage of children meeting annual California English Language Development Test (CELDT) growth objectives.
2. Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT.

Last month the Board discussed using proficiency levels as the metric for demonstrating growth and the use of the Overall Proficiency Level scores rather than skill scores to show growth. CDE recently received clarification from the USDE that the state responsibilities under Title III are to hold Local Education Agencies (LEAs) accountable for meeting the AMAOs, not the schools, as was done in Title I. CDE will report on each LEA receiving Title III funds indicating whether they have met the two AMAOs. CDE will also analyze and report to LEAs on the progress of their schools in meeting the targets. This school level reporting is not required under Title III but CDE would like to prepare school level reports in order to assist LEAs since they are required to hold their schools accountable.

This month the Board will decide on the criterion for English language proficiency. In June, the Board will be presented with different options for the two AMAOs and corresponding information on the percentage of LEAs that would meet each of the options.

What criterion of English language proficiency on the CELDT should be used in the second AMAO?

NCLB requires California to report on the percentage of students attaining English language proficiency on the state’s annual assessment of English language development. (This level of proficiency can be thought of as “linguistic fluency,” to distinguish it from academic proficiency which includes to the student’s achievement of state standards.)

In California, the State Board of Education has already set a performance level on the CELDT that students must meet to be considered for redesignation. This level is an Overall Score at the Early Advanced level with all of the skill scores at the Intermediate level or above. Reaching this level is one criterion needed for redesignation to Fluent English Proficient (RFEP) status. In order to be redesignated, English learners must also meet the following criteria:

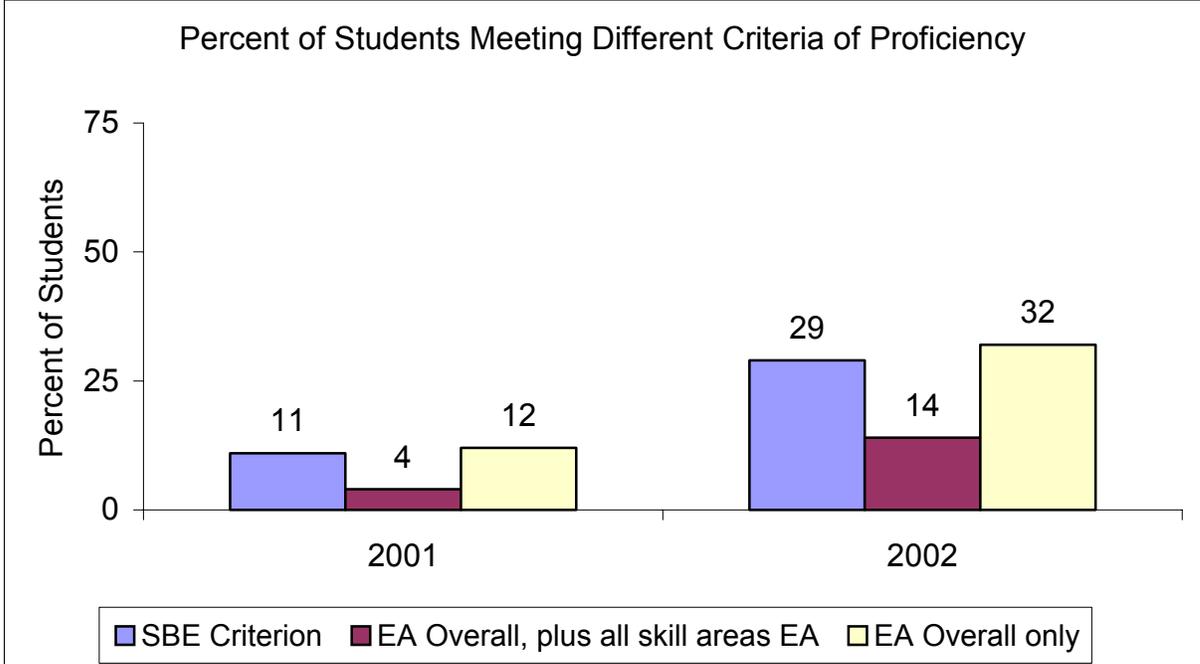
- Performance at the basic proficiency level on the California Standards Test in English language arts
- Teacher evaluation
- Parent opinion and consultation.

In exploring the criterion that will be used for English language proficiency, we have outlined three possible criteria for SBE consideration.

- Current SBE criterion for redesignation—Early Advanced (EA) Overall, plus all skill areas at the Intermediate level or above
- EA Overall, plus all skill areas at Early Advanced
- EA Overall Only (skill area scores are not considered)

As is illustrated on the chart on the following page, there is little difference between using the SBE criterion of Early Advanced Overall with all skill areas at the Intermediate level and Early Advanced Overall. CDE recommends that the State Board criterion for redesignation be used to ensure consistency with current SBE guidelines.

Recommendation: Use the State Board criterion of Early Advanced Overall, plus all skill area scores at the Intermediate level or above.



Note. The chart includes the 862,004 students who have scores for both the 2001 and 2002 CELDT administration.