

**No Child Left Behind
Title III Accountability
Good News/Bad News
For District, Schools and Students**

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NCLB Title III Requires States to:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency of all English Language Learners (ELs)
- Define annual measurable achievement objectives (AMAOs) for increasing the level of EL's development and attainment of English proficiency
- Hold LEAs accountable for meeting the AMAOs

English Language Development Standards

- Provide a developmental profile of English acquisition
- Describe across grade levels language skills and levels of proficiency (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)
- Provide framework for the development of curriculum and selection of curriculum materials
- Attempt to relate ELD standards to ELA standards
- Are value-laden so need to examine the language proficiency conceptualizations used as basis

Annual English Proficiency Assessment

- California English Language Development Test (CELDT) was created to assess skills and report proficiency levels
- Common test for identification across the state
- Annual administration keeps focus on student growth
- Assess skills and report proficiency levels
- Limited to selected skills and inauthentic language situations

AMAO #1

Annual increases in the percentage of all ELs making progress in learning English

All ELs are expected to gain one overall proficiency level annually until they reach the CELDT English Proficient level and then maintain that CELDT English Proficient level until they are re-designated.

Definition of CELDT English Proficient

The CELDT English Proficient Level is defined as:

a CELDT score of Early Advanced or Advanced Overall,
with all skill areas at the Intermediate level or above.

NOTE: CELDT English Proficiency is only ONE of the criteria necessary for a student to be redesignated as Fluent English Proficient (RFEP)

CELDT AMAO 1 Annual Growth Objectives

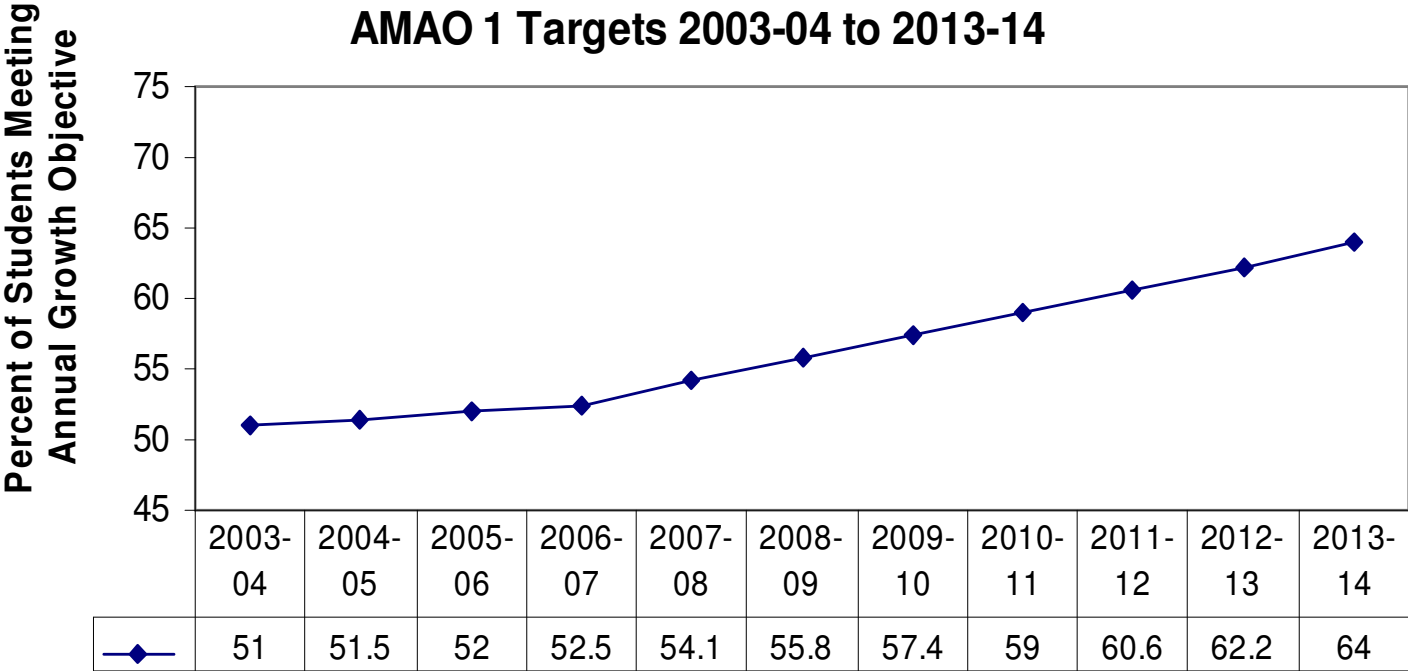
Year 1	Year 2				CELDT English Proficient *		
	B	EI	I	EA (not CEP)	A (not CEP)	EA (CEP)	A (CEP)
B	N	Y	Y	Y	Y	Y	Y
EI	N	N	Y	Y	Y	Y	Y
I	N	N	N	Y	Y	Y	Y
EA (not CEP*)	N	N	N	N	N	Y	Y
A (not CEP)	N	N	N	N	N	Y	Y
EA (CEP)	N	N	N	N	N	Y	Y
A (CEP)	N	N	N	N	N	Y	Y

CEP: CELDT English Proficient requires an overall score of Early Advanced or Advanced with all subskills tested at the Intermediate level or above

AMAO 1 Targets for LEAs

Figure 2

AMAO 1 Targets 2003-04 to 2013-14



- The starting target for 2003-04 is 51% of the students in the LEA meeting the annual growth objective.
- The ending target is 64% of the students in the LEA meeting the annual growth objective.

AMAO #1

- Targets are realistic and set based on assessment data
- Allows for variable growth for students and programs
- Students can be identified so that their unique language learning situations can be examined
- Overall increased awareness of EL students and needs
- **Test dependent growth**, but students at higher levels are more proficient than students at lower levels
- **Tendency to use as diagnostic and focus on discrete skills**
- **There is no validity study tying the proficiency levels to actual grade-level academic expectations**

AMAO #2

Annual increases in the percentage of targeted ELs attaining English proficiency

- The Targeted Cohort is composed of students not CELDT proficient who could reasonably be expected to reach the CELDT proficient level in one year.
- Students at the Intermediate level
- Students at the Early Advanced or Advanced levels not yet CELDT English Proficient
- Students at Beginning and Early Intermediate after three or more years in US schools.

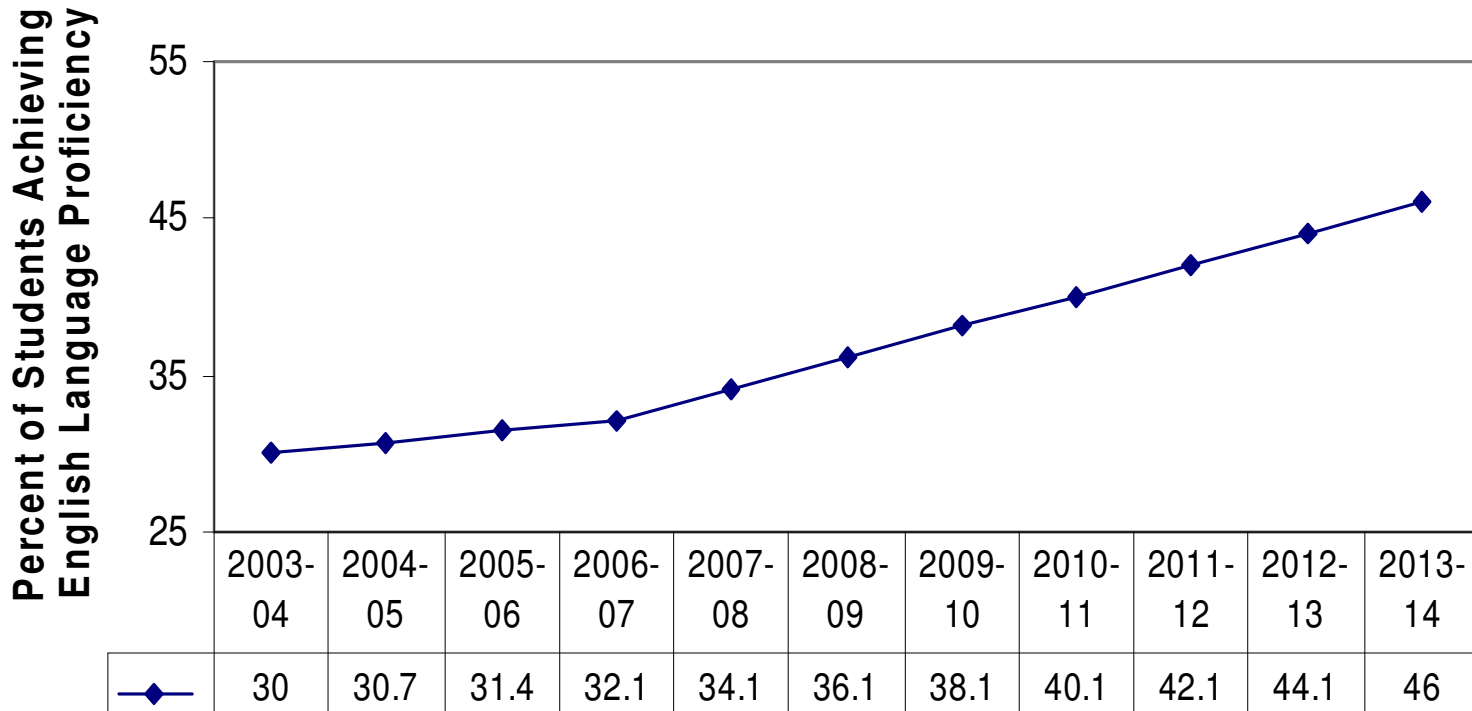
CELDT AMAO 2 COHORT

Annual English Proficiency Objectives

Year 2						CELDT English Proficient*	
Year 1	B	EI	I	EA (not CEP)	A (not CEP)	EA (CEP)	A (CEP)
B (3+ yrs)	N	N	N	N	N	Y	Y
EI (3+ yrs)	N	N	N	N	N	Y	Y
I	N	N	N	N	N	Y	Y
EA (not CEP)	N	N	N	N	N	Y	Y
A (not CEP)	N	N	N	N	N	Y	Y
Extra Credit							
B to CEP						Y	Y
EI to CEP						Y	Y

CEP: CELDT English Proficient requires an overall score of Early Advanced or Advanced with all subskills tested at the Intermediate level or above

AMAO 2 Targets for LEAs



- The starting target for 2003-04 is 30% of the students in an LEA meeting CELDT English proficiency.
- The ending target in 2013-14 is 46% students in an LEA meeting CELDT English proficiency.

AMAO #2

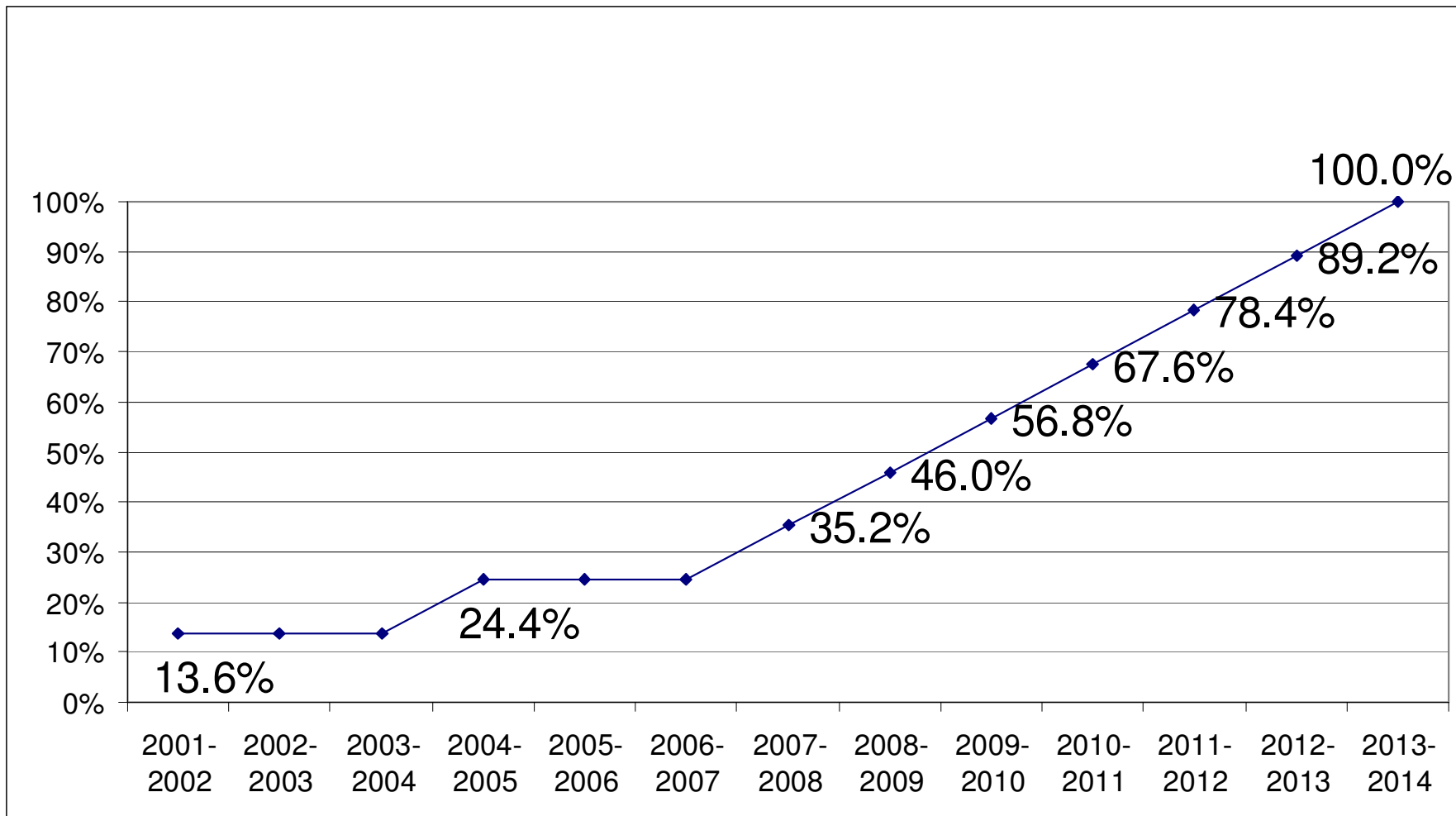
- Targets are realistic and set based on assessment data
- Focus on students who tend to get overlooked or who are having difficulty
- Students can be identified so that their unique language learning situations can be examined
- Confusion of CELDT English Proficient with Redesignation
- No understanding of how CELDT English Proficient relates to grade level academic content area expectations
- Disconnect between CELDT English Proficiency and classroom capability

AMAO #3

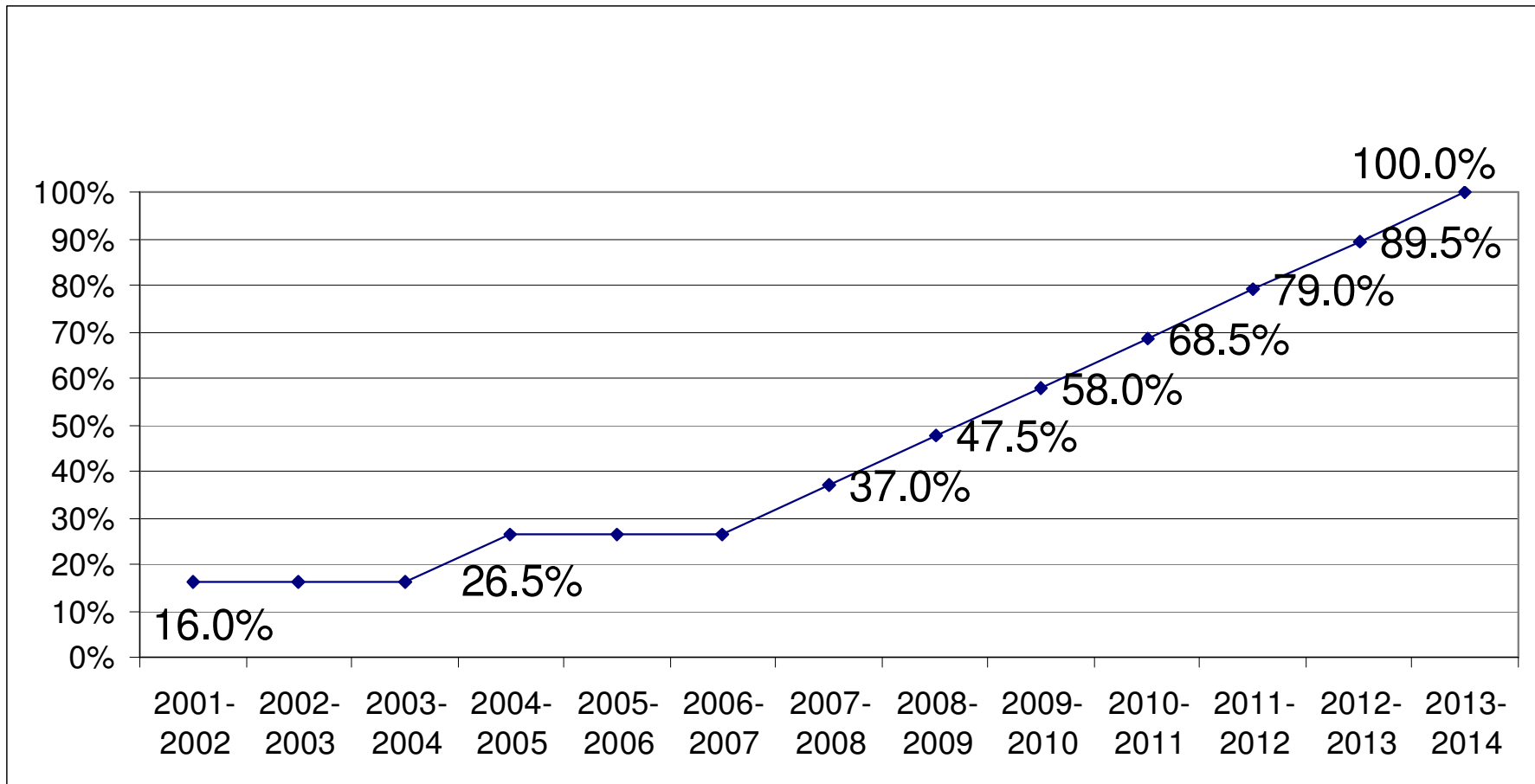
Annual increases in the percentage of all ELs attaining proficiency in reading and math (AYP)

- This is a recycled objective from Title I Adequate Yearly Progress for the English Learners subgroup
- 95% Participation in Language Arts Tests and in Mathematics Tests in English
- Meet Percent Performing at Proficient Level requirement in Language Arts Tests and in Mathematics Tests in English

AMAO #3 English Language Arts



AMAO #3 Mathematics



AMAO #3

- Provides a focus on academic achievement in content areas, but only assessed in English
- Questionable assessment validity - If a student does not understand the language of a test, the test results will not accurately reflect the abilities and performances being measured.
- Score is ambiguous for English language learners. Does the result reflect student competency in the academic content assessed or the fact that the student does not understand English sufficiently to demonstrate competency?

AMAO #3

- **Student test behaviors: Frustration, listlessness, random guessing**
- **Failure message: Students receive inaccurate negative feedback of their academic ability that underestimates achievement.**
- **Self-fulfilling prophecy: Inaccurate negative feedback undermines student confidence and leads to self-identification as low achiever.**

AMAO #3

- Targets are unrealistic and not set based on assessment data
- Targets are status-focused (either proficient or not proficient) with no acknowledgment of student academic growth on the way to proficient
- Double Jeopardy: Districts not meeting Title I EL target will not meet Title III AMAO3
- Because of subgroup size, Districts will be identified for Title III sanctions sooner than many individual schools will be identified for Title I sanctions

AMAO #3

- Schools focus on English literacy earlier because content knowledge only assessed in English
- Schools are labeled low-performing even though programs are assisting the achievement growth of ELs
- Although the low-performing designation may result in funding resources, it is perceived by principal, staff, and public as an evaluation of the instructional program as inferior.

Consequences of not meeting Title III AMAOs

- If LEA fails to make progress for 2 consecutive years, the LEA must develop an improvement plan that will ensure that AMAOs are met.
- If LEA fails to make progress for 4 consecutive years, the state shall require the LEA to modify curriculum, program or method of instruction; or determine if the LEA should continue to receive Title III funds.

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