

New York State
NCLB Title III Accountability:
Proposed Revisions to Title III AMAOs

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NCLB Title III Requirements

- Standards for English Language Proficiency
- Conduct an annual, standards-based assessment of English Language Proficiency: New York State English as a Second Language Achievement Test (NYSESLAT)
- Define Annual Measurable Achievement Objectives (AMAOs) for increasing percentage of LEP/ELLs **progressing toward** and **attaining** English Language proficiency and for meeting academic achievement standards
- Hold Local Educational Agencies (LEAs) and Consortia accountable for meeting the AMAOs

Source: No Child Left Behind Act (NCLB) of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students. Public Law 107-110, January 8, 2002.

Accountability Issues Regarding Title III Consortia

- A Title III Consortium consists of a group of LEAs that join together as one eligible entity in order to qualify for the \$10,000 minimum requirement and jointly apply to the State for a Title III subgrant.
- Title III consortia are held accountable as one entity for meeting all three AMAOs.
- AMAO determinations are made for the consortium as a whole by aggregating the data from the component districts to the Consortium level (rather than the district level).

Title III Annual Measurable Achievement Objectives (AMAOs): Definitions

- **AMAO 1:** Annual increases in the number or percentage of LEP/ELLs making progress in learning English
- **AMAO 2:** Annual increases in the number or percentage of LEP/ELLs attaining English language proficiency
- **AMAO 3:** Adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics

Source: No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students. Public Law 107-110, January 8, 2002.

NYS Title III AMAO 1: Making Progress

- **Proposed Revised Definition:** Advancing one overall proficiency level on the NYSESLAT from one year to the next until proficient **or** making a total scale score gain of 43 points between two NYSESLAT administrations
- **Unit of Accountability:** Title III LEA and Consortia
- **Data Source for AMAO 1:** Matching NYSESLAT data between two consecutive NYSESLAT administrations at the student level

NYS Title III AMAO 2: Attaining English Proficiency

- ❑ **No proposed change** from previous definition
- ❑ **Definition:** Scoring at the proficient level (Level 4) on both Listening & Speaking (L/S) and Reading & Writing (R/W) modality combinations of the NYSESLAT
- ❑ **Unit of Accountability:** Title III LEA and Consortia
- ❑ **Data source for AMAO 2 Determination:** Current school year NYSESLAT test results

Title III AMAO 3: Making AYP

- **Definition:** LEP/ELL subgroup must make AYP at the district level in meeting grade-level academic achievement standards in ELA and mathematics
- **Unit of Accountability:** Title III LEA and Consortia
- **Data source:** Title I district AYP determination for the LEP/ELL subgroup; aggregated district data for Consortia.

Final Determination of Title III LEA AMAO Status

For Title III accountability purpose, all Title III LEAs, including Consortia, must meet all three AMAO targets each year to be considered making AMAOs.

Accountability Count of Title III LEAs and Consortia in NYS

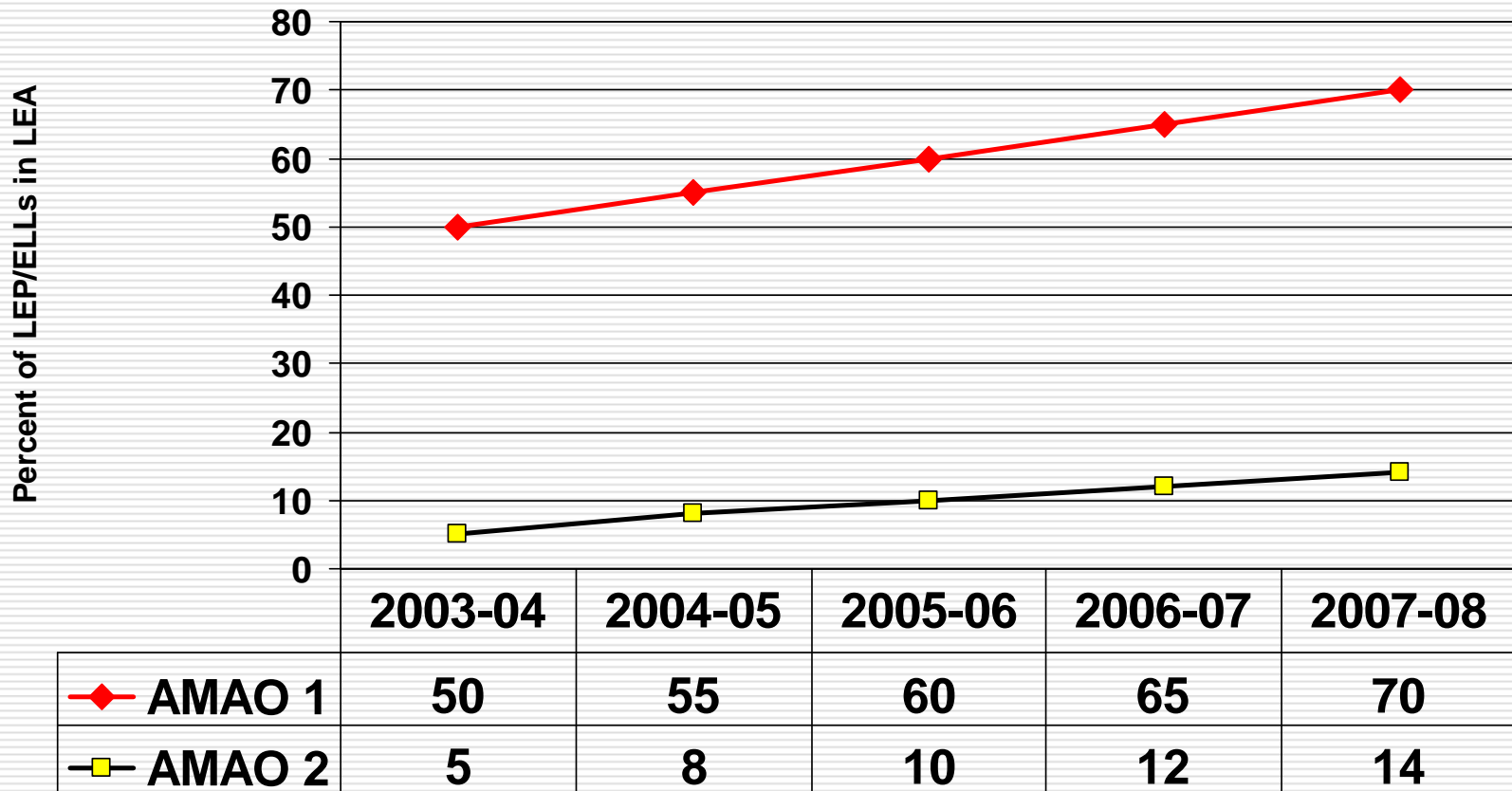
□ 2004-05 N=184

□ 2005-06 N=191

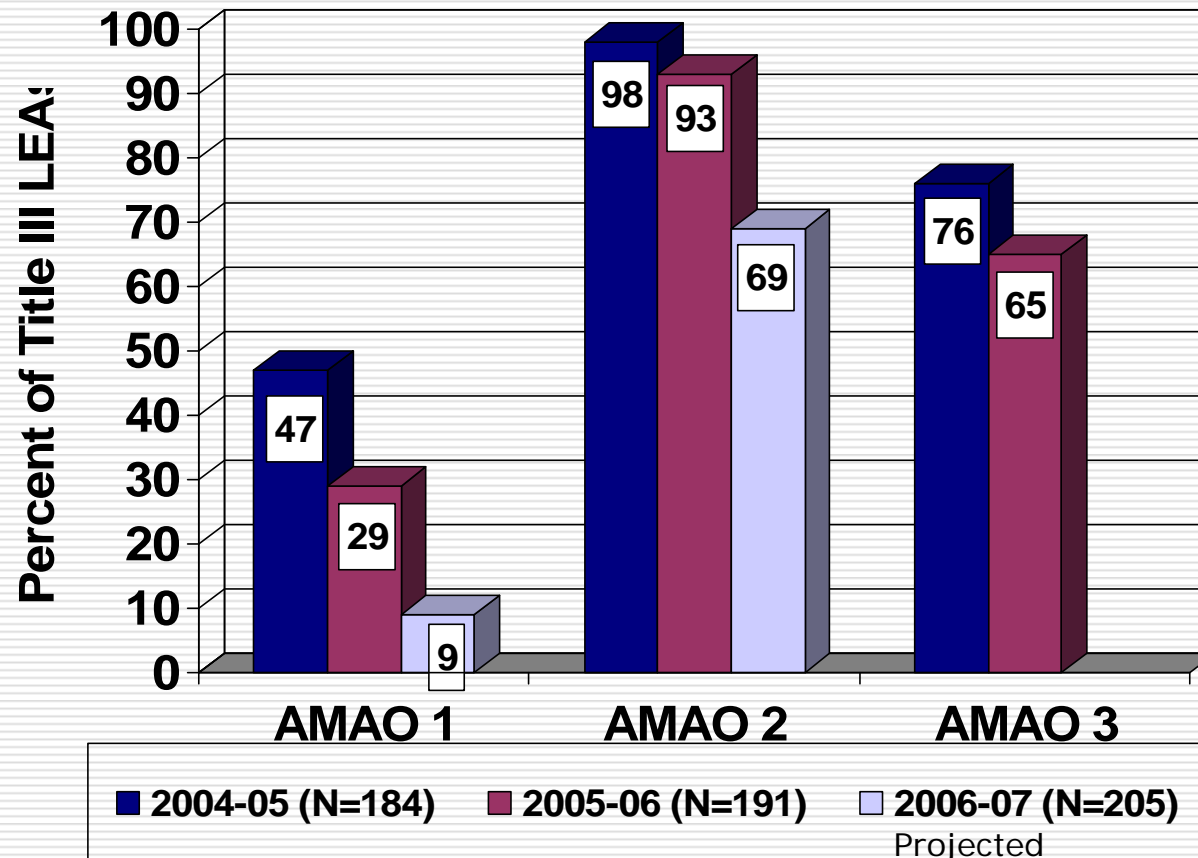
□ 2006-07 N=205 (including 10
Consortia)

Current Title III AMAO Targets

e.g. For 2005-06, 60 percent of LEP/ELLs in each LEA must make AMAO 1 and 10 percent of LEP/ELLs must make AMAO 2



Percent of Title III LEAs Meeting Current AMAOs



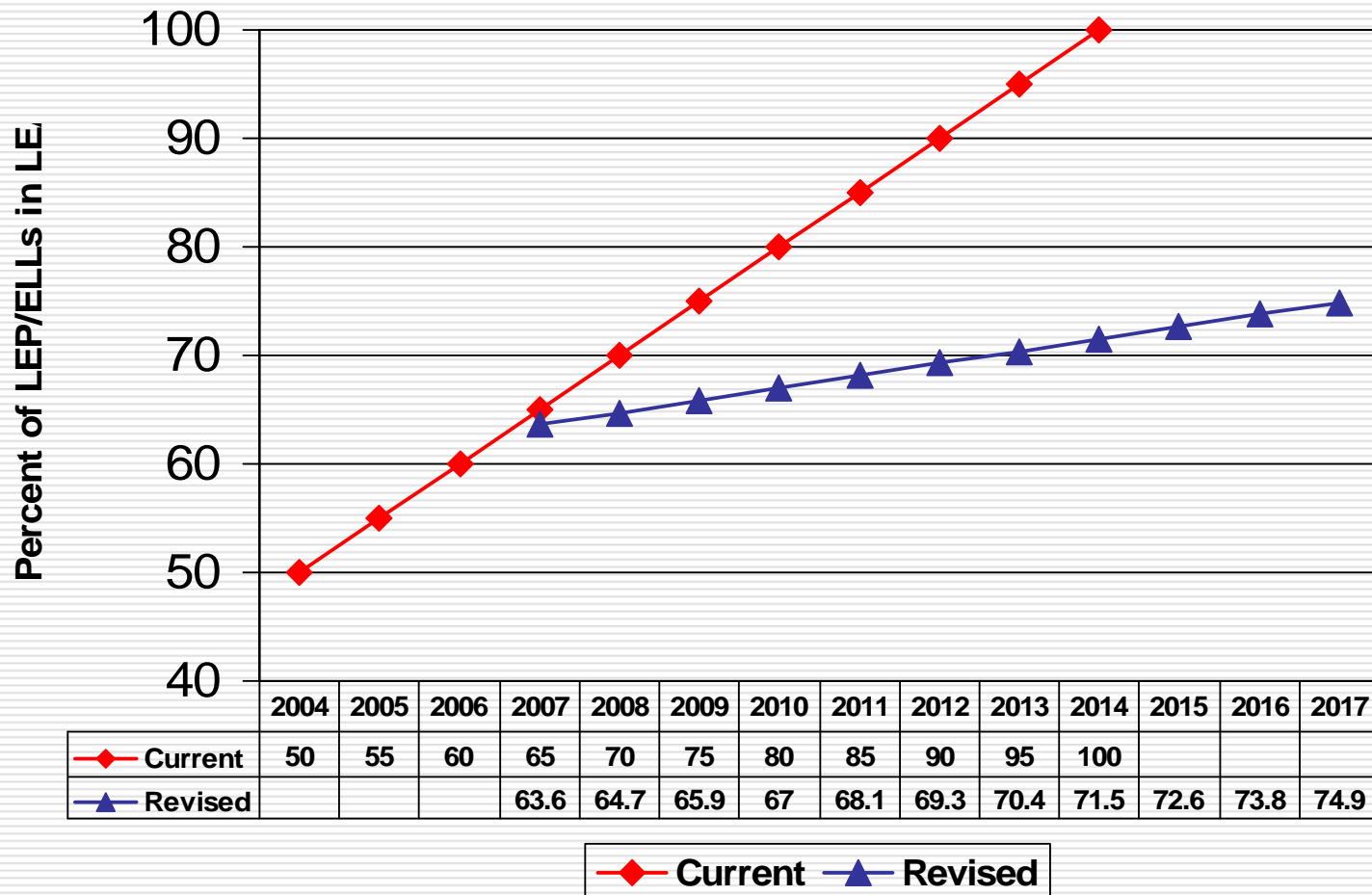
Rationale for Revising Title III AMAOs

- ❑ The current AMAO targets and increments were established in 2003 on estimated projections; Longitudinal empirical data were not then available.
- ❑ The current AMAO targets and annual increments were set with the assumption that 100 percent of LEP/ELLs must meet the AMAO 1 and AMAO 2 targets by 2013-14 as per Title I accountability requirements.
- ❑ Based on technical assistance from USDE, that assumption has been revised. Although annual increases in AMAO targets are required, 100 percent attainment by 2013-14 is not.
- ❑ The revised NYSESLAT (2005) differs from the original NYSESLAT in number of items and total score points available. The original AMAOs require revision due to change in test design.

Empirical Method for Setting Proposed Revised AMAO 1 Targets and Annual Growth Increments

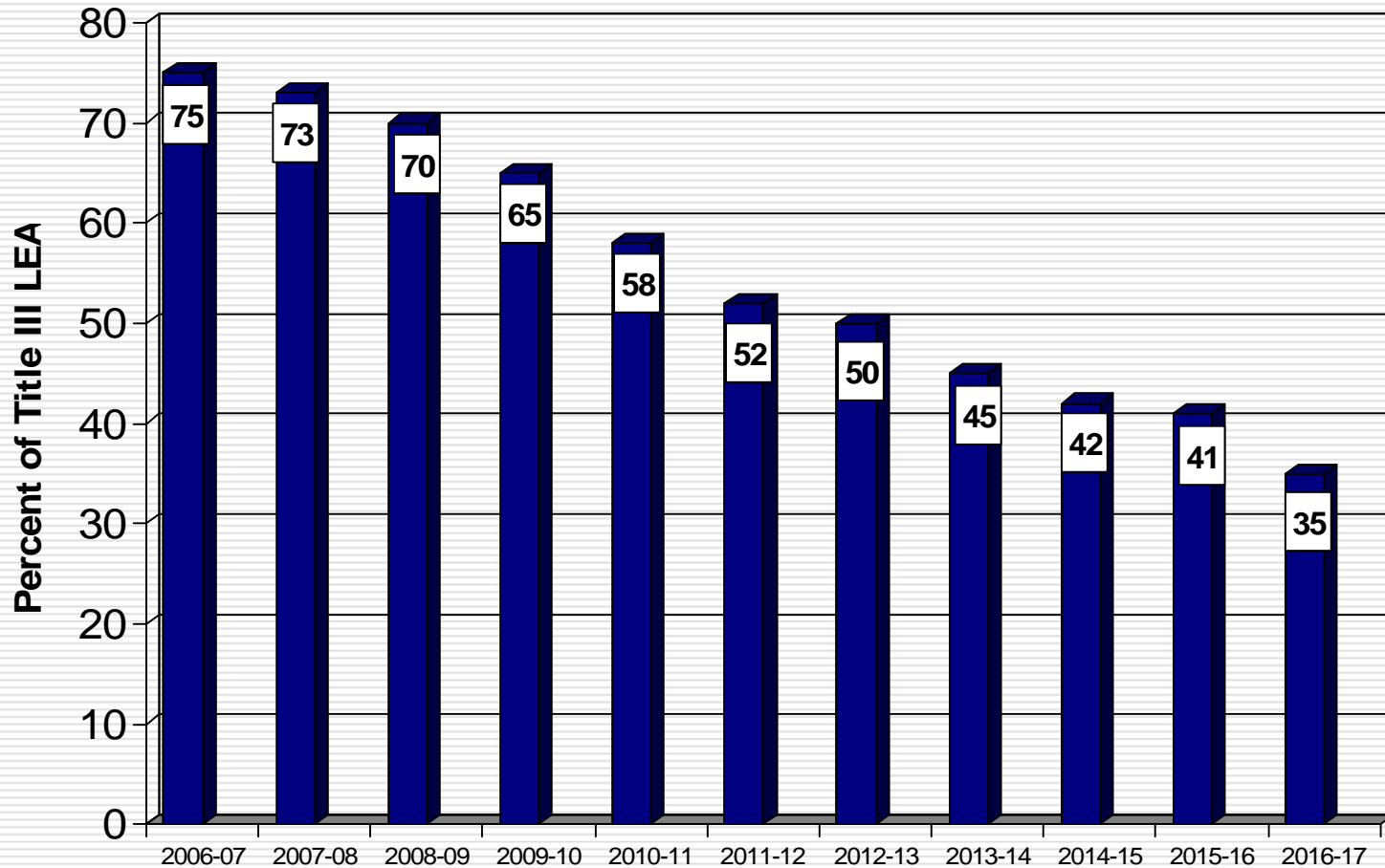
1. Determine adequate one year total scale score gain based on the matching data from 2006 and 2007 NYSESLAT administrations.
2. Calculate percentage of students advancing one overall proficiency level for each Title III LEA **or** making adequate total scale score gain.
3. Rank order Title III LEAs with 30 LEP/ELLs or more from low to high on percentage of students making AMAO 1.
4. Select the 25th percentile LEA performance on AMAO 1 measure as the starting target for 2006-07, and the 65th percentile district performance as the ending point for 2016-17.
5. Set annual growth increments as the equal interval between starting and ending targets.

Comparison of Current and Proposed Revised AMAO 1 Targets and Annual Growth Increments



Percent of Title III LEAs Projected to Meet Proposed Revised AMAO 1 Targets

(Percentage of LEAs projected to meet AMAO 1 based on simulations using matching NYSESLAT data from 2006 and 2007)



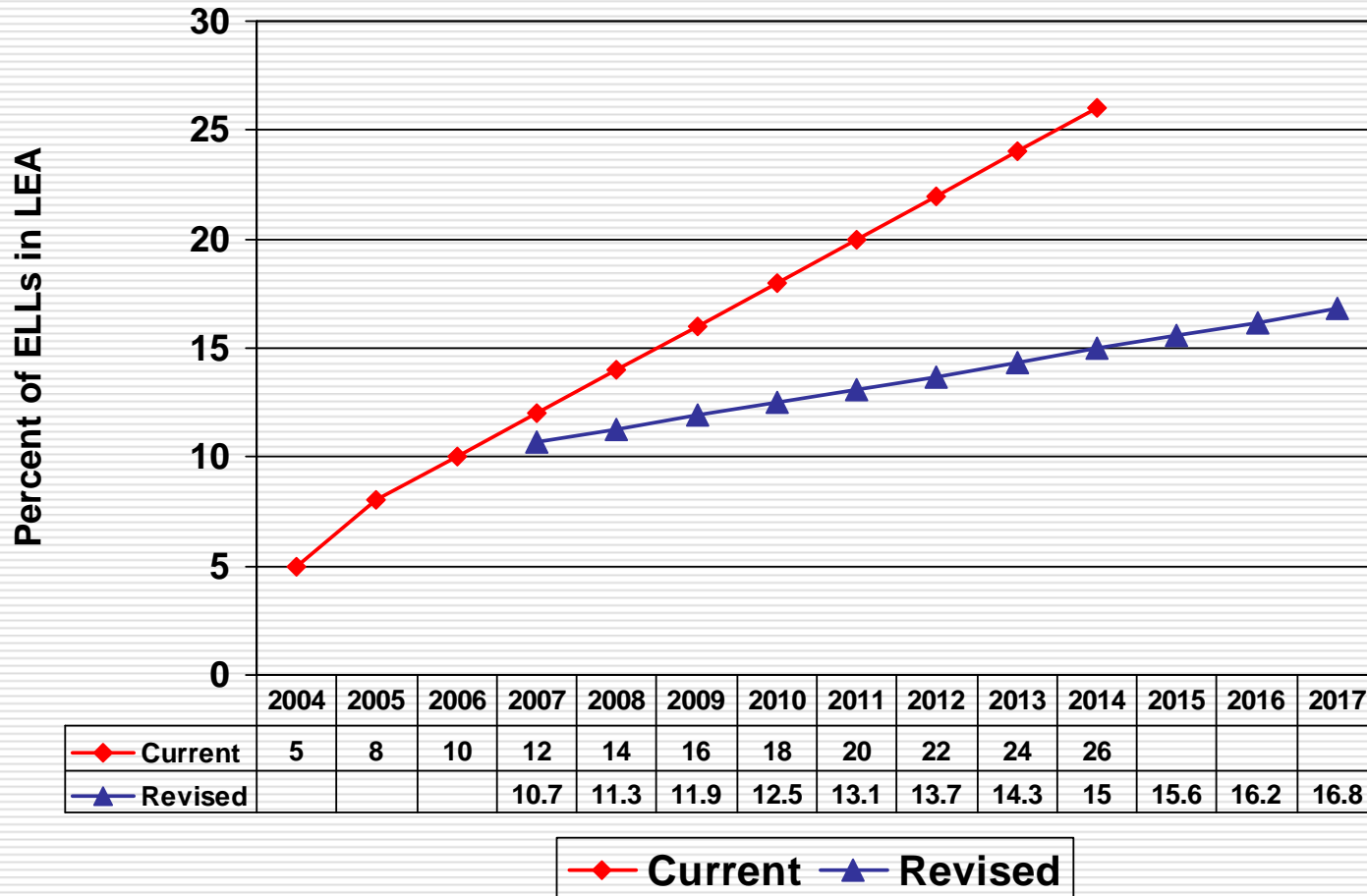
Implications of the Proposed Revised AMAO 1 Targets

- ❑ In 2006-07, 75 percent of the Title III LEAs will meet the AMAO 1 target and 25 percent will not.
- ❑ The proposed starting AMAO 1 target, or 25th percentile, for 2006-2007 means that 57 percent of all LEP/ELLs in each Title III LEA are expected to make AMAO 1.
- ❑ The proposed ending target, or 65th percentile, for 2016-2017 means that 67 percent of the LEP/ELLs in each Title III LEA must make AMAO 1.
- ❑ The ending target, or 65th percentile, for 2016-17 also means that all Title III LEAs must perform at the same level as the top 35 percent of the LEAs performed in 2006-07.
- ❑ As the AMAO 1 target increases by one percentage point each year, all LEAs are expected to improve instruction for the LEP/ELL population and their performance on the NYSESLAT. Without annual improvement, only 35 percent of the Title III LEAs would meet the AMAO 1 target in 2016-2017.

Empirical Method for Setting Proposed Revised AMAO 2 Targets and Annual Growth Increments

1. Calculate the percentage of students scoring at the proficient level on both L/S and R/W components of the NYSESLAT for all LEAs using the 2007 NYSESLAT data.
2. Rank order all LEAs with 30 LEP/ELLs or more from low to high on percentage of LEP/ELLs making AMAO 2.
3. Select the 25th percentile of LEA's performance as the starting point (2006-07) for the AMAO 2 measure, and the 65th percentile as the ending target (2016-17).
4. Set annual increments as equal interval between the starting and ending targets.

Comparison of Current and Proposed Revised AMAO 2 Targets and Annual Growth Increments



Percent of Title III LEAs Projected to Meet the Proposed Revised AMAO 2 Targets

(Percentage of LEAs projected to meet AMAO 2 based on simulations using 2007 NYSESLAT Data)

