

Accountability for Limited English Proficient Students

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Today's topics

1. Federal Title III Accountability Requirements
2. State TBIP Accountability Requirements
3. Options for modifying AMAOs

Federal Title III Accountability Requirements

Annual Measurable Achievement Objectives (AMAO)

Under Title III, States and their subgrantees are accountable for meeting AMAOs that relate to Title III-served LEP students' development and attainment of English proficiency and academic achievement.

Each State must set AMAO targets, make determinations on whether subgrantees are meeting those targets, and report annually on subgrantees' performance in meeting those targets.

Title III accountability provisions apply to each State and its subgrantees. Title III accountability requirements do not, in general, apply to individual schools and do not apply to individual LEP students.

Federal Title III Accountability Requirements

The first required AMAO (AMAO 1) focuses on the extent to which Title III served LEP students in a State and its subgrantee jurisdictions are making progress in learning English.

The second required AMAO (AMAO 2) focuses on the extent to which Title III-served LEP students in a State and its subgrantee jurisdictions are attaining proficiency in English.

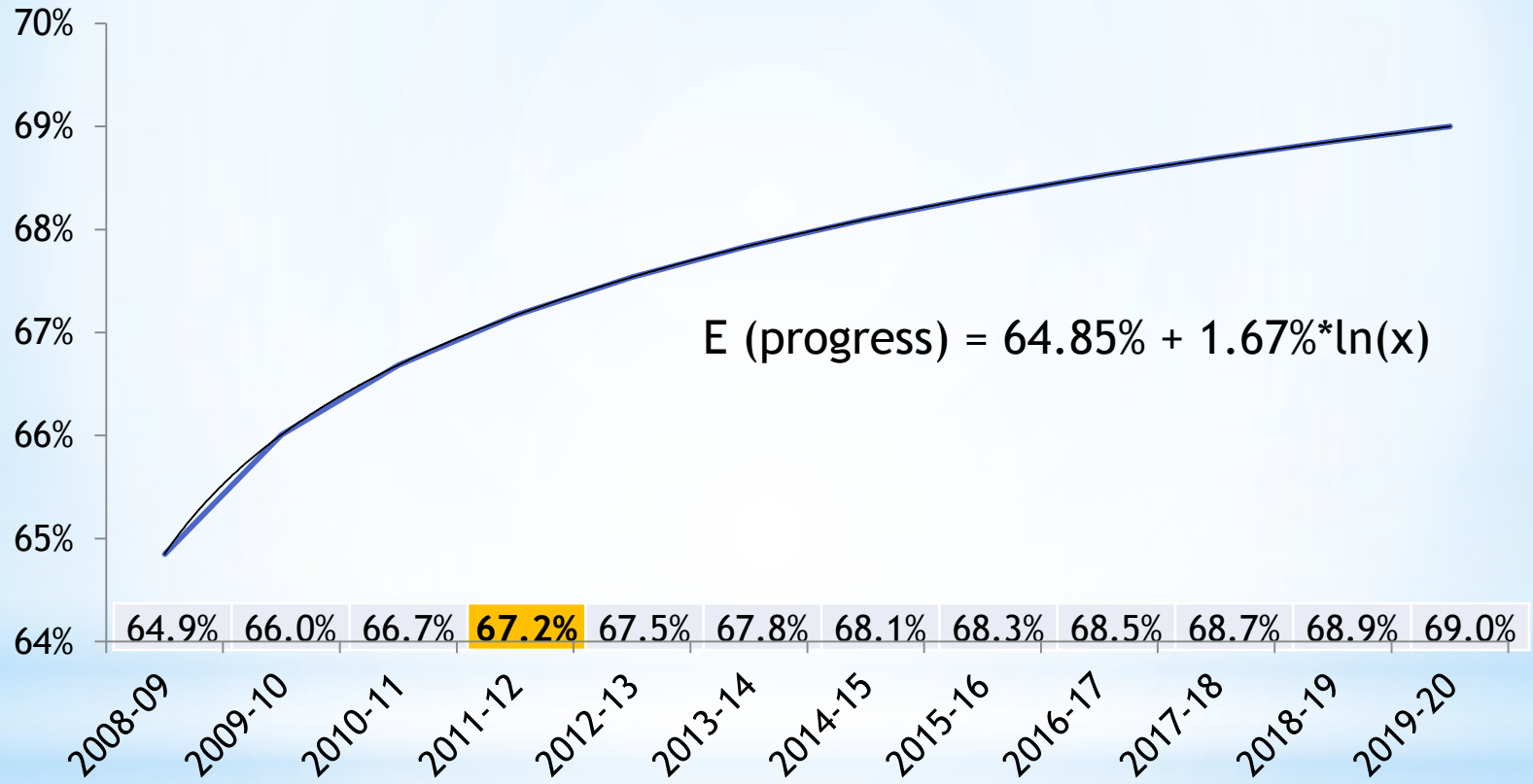
The third AMAO (AMAO 3) is based on whether the State and its subgrantees meet the State's adequate yearly progress (AYP) targets for the LEP subgroup in reading/language arts and mathematics.

Federal Title III Accountability Requirements

The AMAOs must include—

- (1) at a minimum, annual increases in the number or percentage of Title III-served LEP children making progress in learning English (AMAO-1);
- (2) at a minimum, annual increases in the number or percentage of Title III served LEP children attaining English proficiency by the end of each school year (AMAO-2), and
- (3) making AYP for the LEP subgroup (AMAO-3) — now AMO for limited English students under State ESEA Flexibility Request (Waiver).

AMAO-1 Percentage of Students Making Progress Targets



AMAO-1 anchored @ 85% of districts meeting target average across 2006-07, 2007-08, 2008-09

AMAO-1 - Student growth in acquiring English

OSPI determines what constitutes making progress for AMAO-1 and establishes the targets for the state and districts, subject to the Office of English Language Acquisition (OELA) approval.

- Last year the AMAO-1 target was 67.2% making progress.
- This year the AMAO-1 target is 67.5% of students making progress.

Since SY 2006-2007, between 67% and 78% of LEP students statewide made progress in English acquisition.

- Last year 74% made progress in English proficiency.

Since SY 2006-2007, between 63% and 96% of districts met AMAO-1.

- Last year 85% of districts met the AMAO-1 target.

AMAO-1 - Student growth in acquiring English

As approved by the OELA, progress is defined as:

- a student receiving a higher net score this year than the previous year.

Relative progress is the **net** of :

- the WELPA Overall Scale point differences between two years,
- minus the cut score step between English proficiency level and grade change of those years (*psychometrics of the test*).

AMAO-1 does not establish an expectation for individual student progress, so the percentage of students making any net progress is a simple aggregate measure of state and district-level performance for LEP students.

Consequences for not meeting AMAO targets

Parent notification: Upon notification of their failure to meet any of the AMAOs, districts have 30 days to notify parents of LEP students participating in language instruction educational programs funded under Title III.

Improvement Plan (2 years): If a district does not meet all three AMAO targets for two consecutive years, the district must develop and submit an improvement plan to OSPI within 30 days of notification.

Corrective Action Plan (4 years): If a district does not meet all three AMAO targets for four consecutive years, the district must submit a plan to undertake corrective actions within 30 days of notification.

OSPI is required to provide technical assistance to the districts in developing their plans.

Consequences for not meeting AMAO targets

Improvement Plan (2 years):

- OSPI shall require the district to develop and submit an improvement plan that will ensure the district meets the AMAOs.
- The improvement plan shall outline actions to address the specific factors that prevented the district from achieving the AMAO(s).
- The district must consult with parents, school staff, and other stakeholders in developing the plan.

Corrective Action Plan (4 years):

OSPI shall –

- Require the district to modify the curriculum, program, and method of instruction; **OR**
- Determine whether the district shall continue to receive funds *and* require the district to replace educational personnel relevant to the failure to meet such objectives.

AMAO Results

In 2012,

- 42 of 157 (27%) of the districts receiving Title III funds failed to meet one or more of the AMAOs
- 18 districts (11%) were required to submit 2 year improvement plans
- 20 districts (13%) were required to submit 4 year corrective action plans
- nearly a quarter (38) of districts were in improvement status

Since 2006,

- five districts have never met the three AMAOs
- Washington State has never met the three AMAOs – solely because of AMAO3

State TBIP Accountability Requirements

Transitional Bilingual Instructional Program (TBIP)

RCW 28A.180.090 Evaluation system – Report to the legislature

The superintendent of public instruction shall develop an evaluation system designed to measure increases in the English and academic proficiency of eligible pupils. When developing the system, the superintendent shall:

- (1) Require school districts to assess potentially eligible pupils within ten days of registration...
- (2) Require school districts to annually assess all eligible pupils at the end of the school year...
- (3) Develop a system to evaluate increases in the English and academic proficiency of students who are, or were, eligible pupils. This evaluation shall include students when they are in the program and after they exit the program until they finish their K-12 career or transfer from the school district.

The purpose of the evaluation system is to inform schools, school districts, parents, and the state of the effectiveness of the transitional bilingual programs in school and school districts in teaching these students English and other content areas, such as mathematics and writing.


State TBIP Accountability Requirements

Proposed changes to RCW 28A.180.090

HB 1560 Implementing selected recommendations from the 2011 and 2013 reports of the **quality education council**.

Adds the following language to (2) above:

Aggregated results must be posted on the web site of the office of the superintendent of public instruction for each school and school district, using the Washington state report card. The report card must include the *average length of time* students in each school and district are enrolled in the transitional bilingual instructional program, annual change in the number and percentage of students making progress in learning English, annual change in the number and percentage of students attaining English proficiency, and the number and percentage of students meeting annual targets in reading and mathematics for state and federal accountability;



Notice these are AMAO-1, AMAO-2 and AMAO-3

State TBIP Accountability Requirements

RCW 28A.657 Accountability System

The legislature finds that it is the state's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable.

RCW 28A.657.110 Accountability framework for system of support for challenged schools

(4) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

Consequences for not meeting State TBIP Accountability

Accountability Targets: None. No state-level performance targets.

Parent notification: None. No state-level notification requirements.

Districts not receiving Title III funds: None. No state or federal accountability.

Options for modifying AMAOs for Washington State

Limitations of AMAO-1:

Aggregate district- and state-level measures.

Does not provide student-level expected growth rates.

Does not define adequate annual student-level growth expectations.

➤ defines growth as 1 or more net points gain.

Limitations of AMAO-2:

Solely determined by the Washington English Language Proficiency Assessment (WELPA). *State could set higher requirements or disaggregated growth targets.*

Limitations of AMAO-3:

The primary cause of state and districts' failure to meet the AMAOs.

Targets were set by AMO calculations without adequate consideration of ELL limitations. Unreasonable to expect continual improvement of active ELLs.

Not a valid measure of ELL's academic proficiency, as assessments only given in English – measures English proficiency, not academic knowledge.

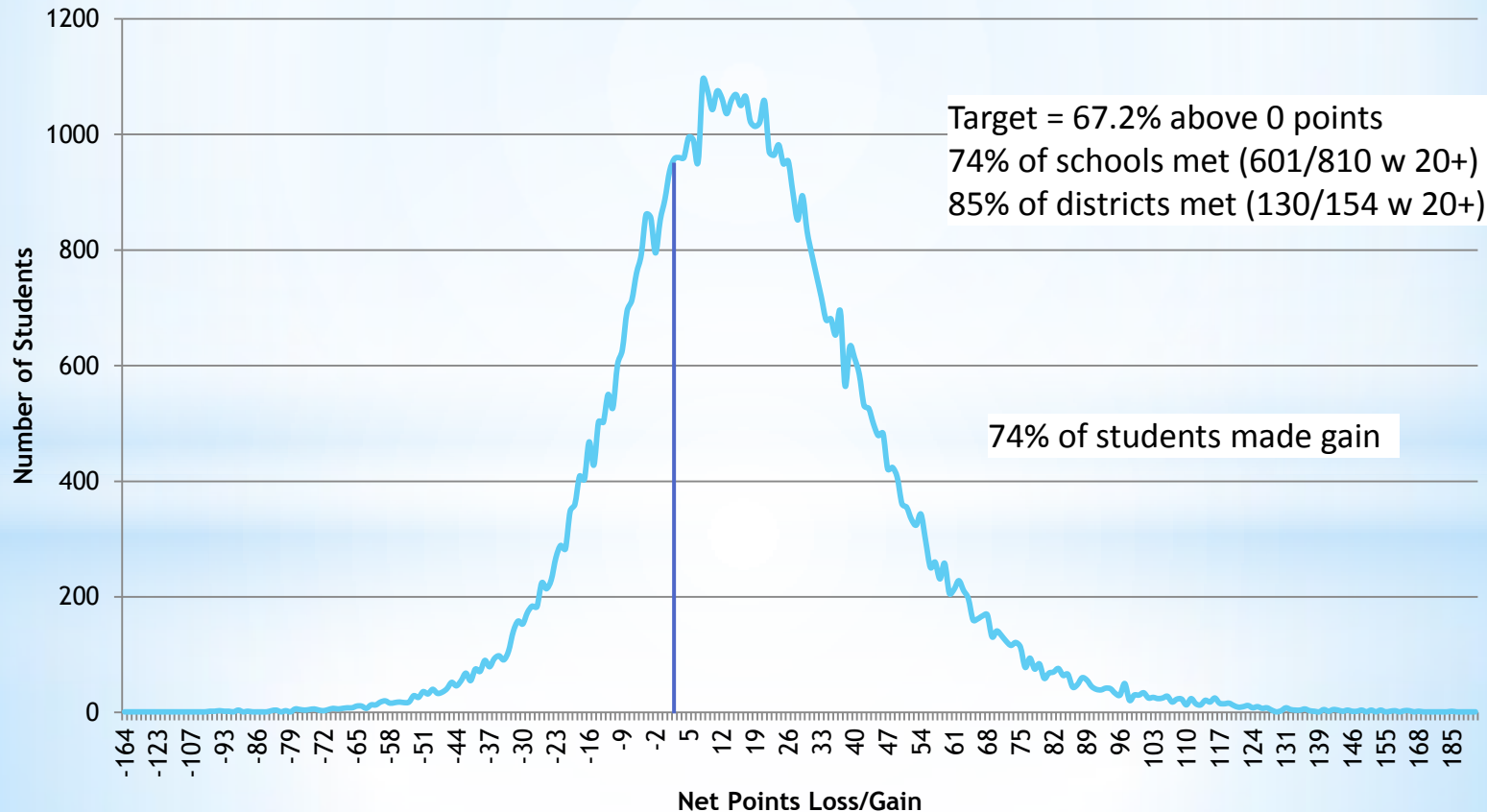
Options for modifying AMAO-1

Establishing student-level expectations for growth (adequate yearly progress) in English acquisition requires setting some number of relative point value gain from year to year that is above zero (like 8 points or 16 points) for each grade span.

Prior to SY 2009-2010, that is how OSPI set the AMAO-1 targets. These values were arbitrarily set for each grade span of students, a scheme rejected by OELA.

Options for modifying AMAO-1

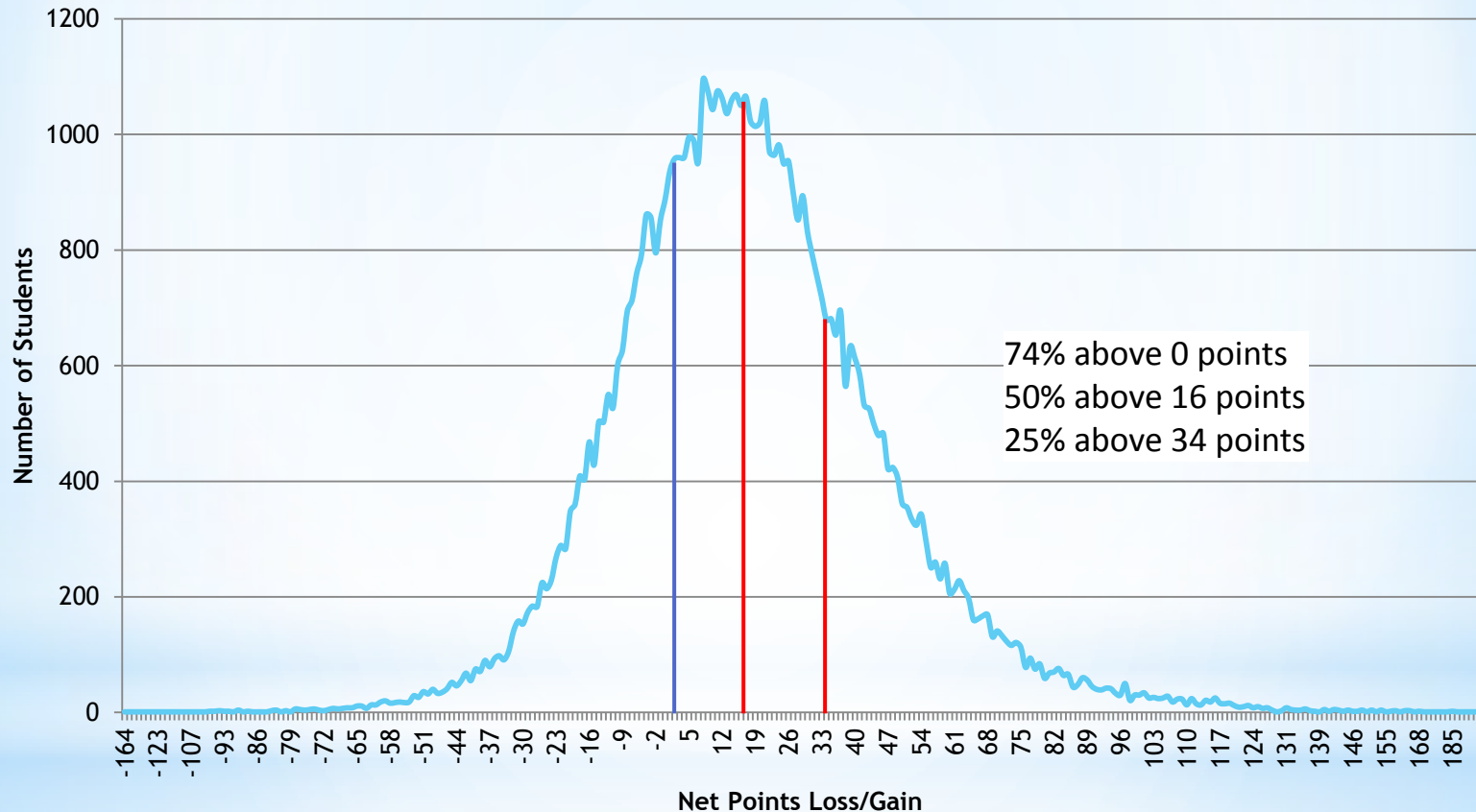
Frequency Distribution of WELPA-scaled Net Gain Scores 2011 to 2012



The only non-arbitrary point on the distribution of change scores is ZERO.

Options for modifying AMAO-1

Frequency Distribution of WELPA-scaled Net Gain Scores 2011 to 2012



The further above zero the adequate progress target is set, the fewer the number of students (and districts) that could meet the higher target.

Options for modifying AMAO-1

OPTION #1: Compute median time to transition for students who have already transitioned by their entering grade and English proficiency level.

Placement Grade	Expected Years to Transition			Expected Grade of Transition			Level 4 Cut Score of expected (Grade)		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
K	5.8	3.2	1.4	6	3	1	563	529	494
1	5.5	3.1	1.4	6	4	2	563	548	511
2	5.2	3.1	1.3	7	5	3	575	553	529
3	4.9	3.0	1.3	8	6	4	575	563	548
4	4.7	3.0	1.3	9	7	5	575	575	553
5	4.4	2.9	1.2	9	8	6	575	575	563
6	4.1	2.9	1.2	10	9	7	575	575	575
7	3.9	2.8	1.1	11	10	8	577	575	575
8	3.6	2.8	1.1	12	11	9	577	577	575
9	3.3	2.8	1.1	12	12	10	577	577	575
10	3.1	2.7	1.0	13	13	11	577	577	577
11	2.8	2.7	1.0	14	14	12	577	577	577
12	2.5	2.6	0.9	15	15	13	577	577	577

Compute Overall Scale Score relative annual growth required for students to transition by the expected grade.

Other options for modifying AMAO-1?

Options for modifying AMAO-2?

Options for modifying AMAO-3?

Questions?

Comments?

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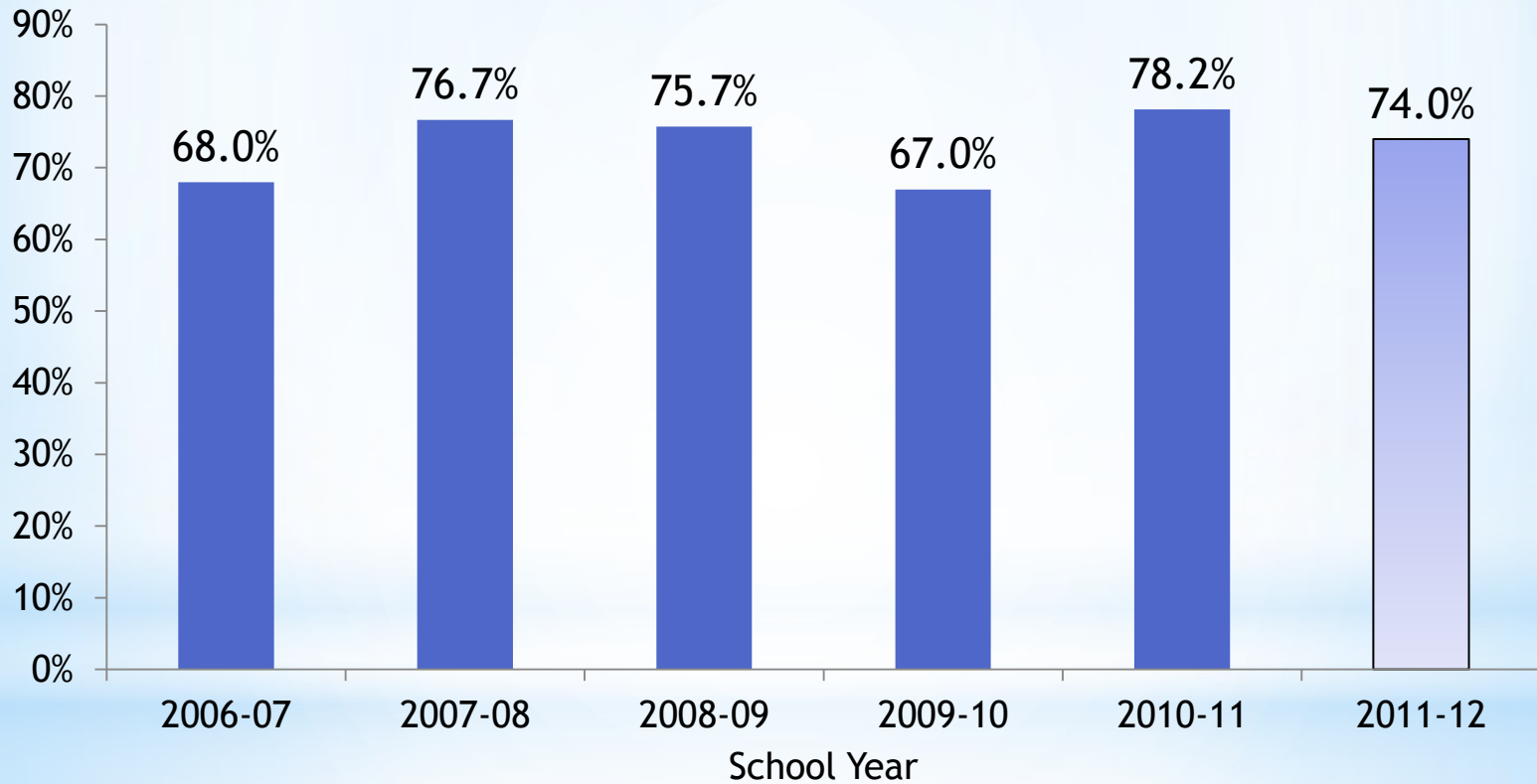
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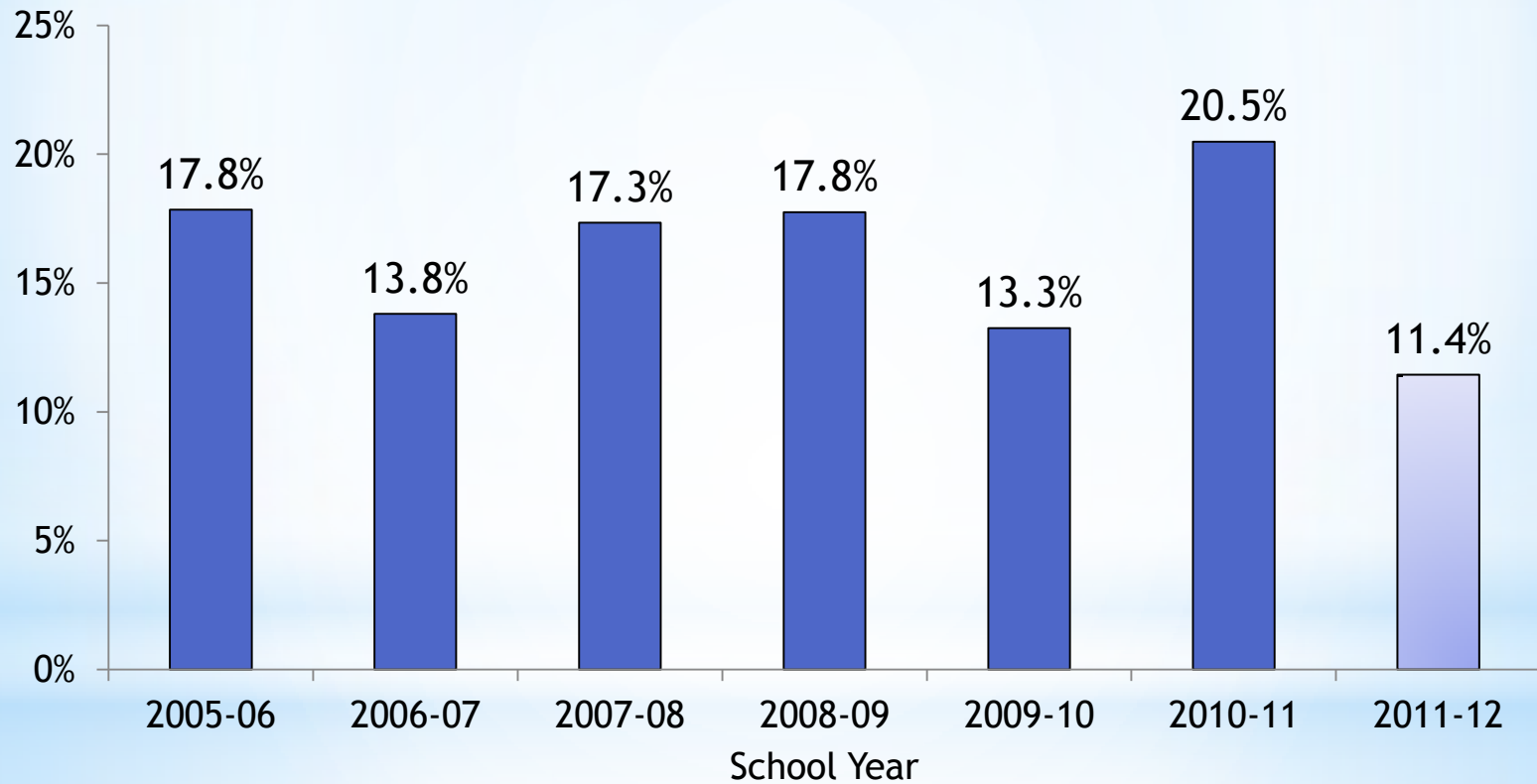
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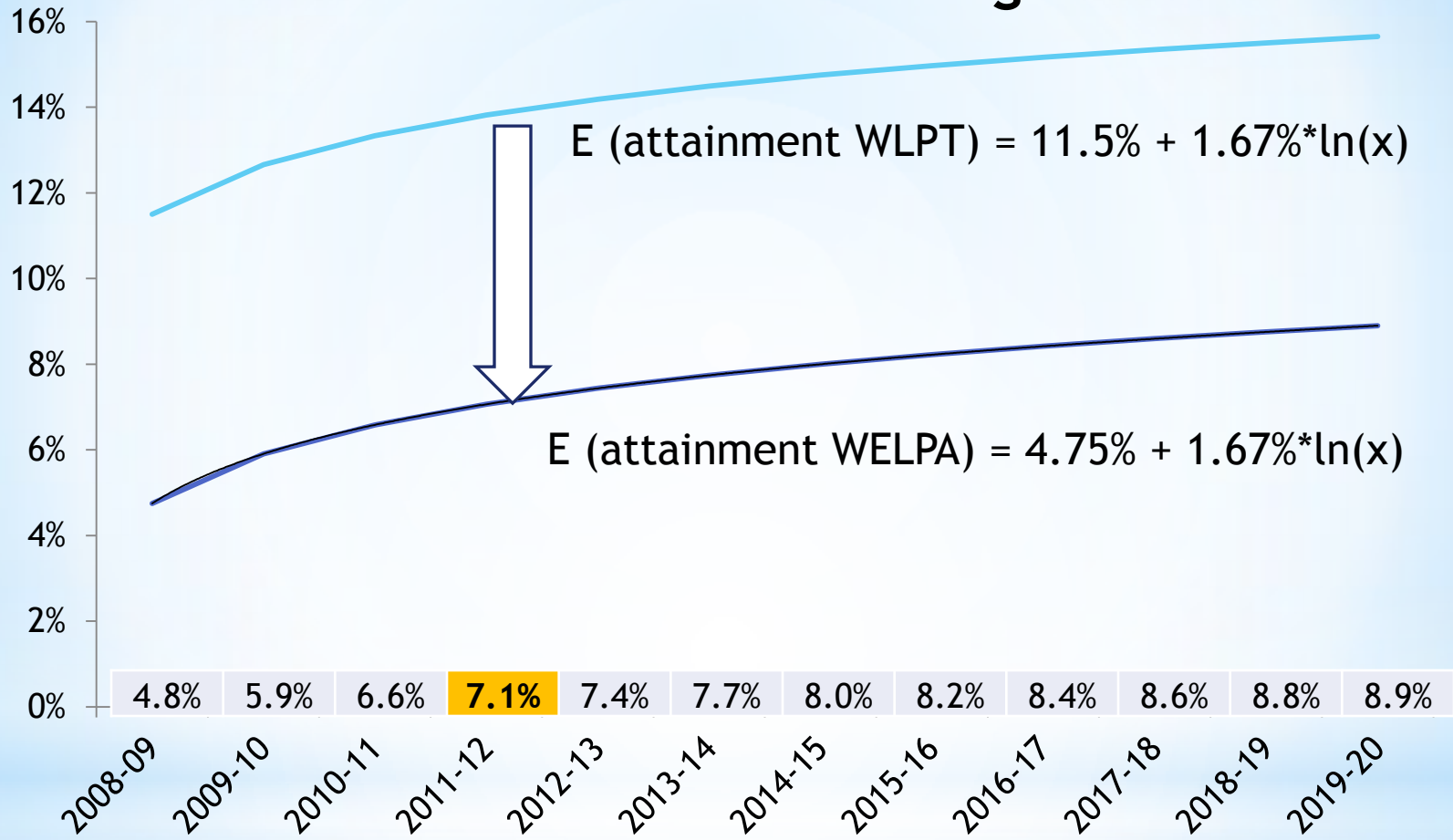
Percentage of Students Making Progress (AMAO-1)



Percentage of Students Achieving Proficiency (AMAO-2)



AMAO-2 Attainment Targets



AMAO-2 WELPA anchored @ 85% of districts meeting target for 2011-12

Annual Measurable Objectives (AMO)

Washington's Elementary and Secondary Education Act (ESEA) Flexibility Request
Annual Targets on State Assessments in Reading for 10th Grade for "Sample High School"

