

NCLB/Title III Student Proficiency Targets

Summary Description of  
Annual Measurable Achievement Objectives (AMAOs)  
For Programs Instructing English Language Learners

Rhode Island Department of Elementary and Secondary Education

January 2007

### Title III Accountability

The federal No Child Left Behind Act (NCLB) specifies that school districts using Title III federal funds to provide educational services to English language learners (ELL students) must be measured against student performance targets. These targets are sometimes referred to as AMAOs (annual measurable achievement objectives). The concept of accountability is comparable to the NCLB accountability requirements for schools and school districts receiving federal Title I funds (compensatory education programs targeted to low-income areas). Under Title I, the terms AYP (adequate yearly progress) and AMO (annual measurable objective) are more typically used. In contrast to Title I, NCLB/Title III is an accountability reporting system for school districts but not for individual schools. However, it is beneficial for individual schools to consider the achievement and progress of ELL students relative to the Title III AMAOs.

### Type of Performance Assessed

The Title III accountability system addresses both the attainment of English language proficiency (speaking, listening, reading and writing) and academic achievement. The scope of academic achievement assessed is intended to parallel the measurement of academic achievement under NCLB/Title I, which is currently an assessment of grade level performance in English language arts (reading and writing) and in mathematics.

The Title I accountability system assesses students in grades 3-8 plus grade 11. The Title III accountability system assesses all ELL students in grade K-12 in English language proficiency and relies on data for ELL students tested in the Title I assessment system for measuring academic attainment. The assessment system defined by NCLB/Title I is used statewide at grades 3-8 and 11 for all schools whether or not Title I funds are received. Similarly, Rhode Island applies Title III accountability targets to all school districts and independent charter schools regardless of whether Title III funds are received.

### The Assessment Instruments

English language proficiency (speaking, listening, reading and writing) is assessed using the ACCESS for ELLs assessment which is administered each March. The first statewide administration of the ACCESS exam was in March 2006. Previous to that, the Maculaitis II (MAC II) exam was administered statewide each spring. ACCESS for ELLs is a product of the multi-state WIDA consortium and is expressly aligned to the WIDA English language proficiency curriculum (content) standards that have been adopted and disseminated in Rhode Island. The grade level academic achievement exams used under Title III (and for general NCLB school and district accountability) are the NECAP exams (New England Common Assessment Program) developed jointly with New Hampshire and Vermont. NECAP exams were first administered in October 2005 at grades 3-8. A newly developed NECAP exam for grade 11 will be introduced in fall 2007. Until then the New Standards Reference Exam (NSRE) is administered each March at grade 11.

## Conversion from MAC II to ACCESS Assessments

Both the MAC II and the ACCESS for ELLs were designed to measure English language proficiency. However, the current exam (ACCESS) is considered to be better aligned to the new Rhode Island (and WIDA) English language proficiency standards. Test scores have indicated that the ACCESS is a more challenging exam. Among other differences ACCESS is considered to be more oriented to the language used in the various academic subject areas.

Under the supervision of the WIDA multi-state consortium, a “bridge study” was done to correlate the MAC II with ACCESS. RIDE has used these conversion factors as the best available indicator of English proficiency improvement during the transition year from MAC II to ACCESS. With the second administration of ACCESS (March 2007), a proficiency improvement indicator can be more exactly calculated.

## AMAO Targets for the 2005-06 School Year Assessment Cycle

Title III of the No Child Left Behind Act (NCLB) requires school districts to meet specified “annual measurable achievement objectives” (AMAOs). The law specifies three conjunctive requirements (all must be achieved).

### (1) Proficiency Attainment

ELL students must achieve English language proficiency at a satisfactory pace. The operational definition of this indicator is defined by each state. In Rhode Island, this indicator is based on performance on the ACCESS for ELLs assessment first administered in March 2006. Student proficiency on ACCESS is treated in the AMAO system as a score of 4.5 or higher on the 6 point ACCESS scale. (A special review of data has indicated that students who achieve proficiency at the 4.5 level or higher have a probability of achieving proficiency on the NECAP exams that is comparable to students in the general population.) The AMAO target stipulates that of all students in LEP services for at least three years, at least 40 percent of those students district-wide must be proficient.

### (2) Proficiency Improvement

ELL students must make sufficient progress in English language proficiency. Progress is defined by each state. In Rhode Island, the MAC II assessment of English language proficiency was administered in 2004-05 to all ELL students in grades K-12. In 2005-06 a new assessment (ACCESS for ELLs) aligned to new statewide proficiency content standards was administered at grades K-12. Using a research study, MAC II scores were converted to the ACCESS scale and an average measure of growth was determined for all “matched” students – that is, students who had an assessment score for both MAC II and ACCESS. If the district-wide average growth score was at least 0.5 performance levels on the 6 point ACCESS scale, the district met the AMAO for proficiency improvement.

(3) Academic Achievement

ELL students must meet the ELA and mathematics achievement level requirements used under the NCLB/Title I portion of the law. The Department uses ELL performance as two of the 37 performance targets in determining whether districts make “adequate yearly progress” in the NCLB accountability system. Results are posted annually on district “report cards.” State academic testing includes grades 3-8 plus grade 11.

Additional Information

A school district is given a “pass” on an AMAO indicator if calculations would have been based on a very small number of ELL students. The rule used in 2005-06 is that there must be at least 45 ELL students with usable data for AMAO #3 to support a reliable calculation and at least 30 students for AMAOs 1 and 2. Students in the two-year LEP – monitor period are included in all AMAO calculations. The Title III AMAO evaluation system is based on district aggregated data. Calculations are not made for individual schools.

RIDE has analyzed data from the MAC II assessments administered in March 2004 and March 2005. Using a prior set of AMAO targets for the MAC II (not described here), RIDE was able to make a determination of whether districts passed the “proficiency attainment” and “proficiency improvement” targets for school year 2004-05. The “academic achievement” target was the standard NCLB/Title I achievement target (in ELA and math) for ELL students. School districts should review their performance from this prior cycle as well as other relevant data when preparing program improvement plans.

## Achievement of District Performance Targets for LEP Programs under NCLB/Title III

District: **Providence**

District Title III Performance Status: **In Need of Improvement**

<b>Targets for 2005-06 (ACCESS exam used to measure proficiency)</b>			
	<u>District Value</u>	<u>Statewide Target</u>	<u>Was Target Achieved?</u>
Proficiency Attainment	16.9%	40%	No
Proficiency Improvement <sup>†</sup> Access mean score 2005 = 3.07 Access mean score 2006 = 3.33	0.26 gain	0.5 gain	No
Academic Achievement	*	*	No

Note: Consult the document “NCLB/Title III Student Proficiency Targets (January 2007)” for the definition of targets.

<sup>†</sup> The proficiency improvement score is based on students who have both a March 2005 and March 2006 English language proficiency score. The maximum score using Access levels is 6.0.

<b>Targets for 2004-05 (MAC II exam used to measure proficiency)</b>			
	<u>District Value</u>	<u>Statewide Target</u>	<u>Was Target Achieved?</u>
Proficiency Attainment	31%	60%	No
Proficiency Improvement	72%	60%	Yes
Academic Achievement	*	*	Yes

\* Academic achievement is met if the district has met NCLB/Title I requirements for LEP students as a disaggregation group. These results are posted annually in “district report cards” on the RIDE website ([www.ride.ri.gov](http://www.ride.ri.gov)).

\*\* In the interest of data reliability, a statistic is not evaluated if it is based on a small number of students.

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### Detail of District Academic Achievement Components

Year	Educational Level	Content Area	Performance of LEP Students Using NCLB/Title I Criteria
2005-06	Elementary	ELA	Target Not Met
2005-06	Elementary	Math	Target Not Met
2005-06	Middle Grades	ELA	Target Met
2005-06	Middle Grades	Math	Target Met
2005-06	High School	ELA	Target Met
2005-06	High School	Math	Target Not Met
2004-05	Elementary	ELA	#
2004-05	Elementary	Math	#
2004-05	Middle Grades	ELA	#
2004-05	Middle Grades	Math	#
2004-05	High School	ELA	Target Met
2004-05	High School	Math	Target Met

Note: School districts are evaluated as not meeting AYP (adequate yearly progress) in a particular year if a “target not met” indicator occurs at more than one educational level.

Note: “Pass,” if used, indicates that in the interest of reliability, a statistic is not evaluated if it is based on a small number of students.

Note: This chart presents the “academic achievement” component of NCLB/Title III accountability. Districts must also meet the “proficiency attainment” and “proficiency improvement” targets which refer to progress in the acquisition of English for ELL students.

# In school year 2004-05, only high schools took state assessments. Thus, for 2004-05, both ELA and math targets must be met for high schools in order to meet the district “academic achievement” target as defined for NCLB/Title III.