

Virginia Board of Education Agenda Item



Agenda Item: G

Date: March 26, 2015

Title	First Review of Revisions to the Proposed English Language Proficiency Performance Targets for Annual Measurable Achievement Objectives (AMAOs) 1 (Progress) and 2 (Proficiency) through 2017-2018 in Virginia's Title III Accountability Plan under the <i>Elementary and Secondary Education Act of 1965</i> (ESEA)		
Presenter	Ms. Veronica Tate, Director, Office of Program Administration and Accountability		
E-mail	veronica.tate@doe.virginia.gov	Phone	(804) 225-2870

Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:
November 20, 2014 – Final review and approval.

Action Requested:

Other. Specify below:
The Board is asked to waive first review and approve.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: The Board of Education supports accountability for all students and subgroups of students by complying with federal requirements to help school divisions increase the academic success of all students.

The *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), requires all state educational agencies to submit for approval to the U.S. Department of Education (USED) a consolidated state application accountability plan. In September 2003, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application Accountability Plan under ESEA. States are permitted to revise the Plan by submitting requests for review and approval from USED.

As required under Section 3122 of the ESEA, the accountability plan must include Title III Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students. AMAO 1 Progress measures the progress of LEP students in learning English and AMAO 2 Proficiency measures LEP students' attainment of English proficiency. Title III AMAO 1 and AMAO 2 targets are based on student performance data from the annual administration of the English language proficiency (ELP) test, as required in Section 1111(b)(7) of the ESEA.

On September 26, 2007, the Board of Education approved the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) as the state-approved ELP test. On March 19, 2008, the Board of Education adopted the World-Class Instructional Design and Assessment (WIDA) ELP standards for alignment with the ACCESS for ELLs test and to support state content area standards. In 2009-2010, based on the availability of two years of ACCESS for ELLs student performance data, the Board of Education established Title III AMAO 1 Progress and AMAO 2 Proficiency targets for five years beginning in the 2009-2010 school year.

The chart below reflects the established Title III AMAO 1 Progress and AMAO 2 Proficiency targets and the state's performance in meeting these targets.

Accountability Year (Assessment Year)	AMAO 1 Progress	Statewide AMAO 1 Results	AMAO 2 Proficiency	Statewide AMAO 2 Results
2010-2011 (2009-2010)	64%	75%	15%	19%
2011-2012 (2010-2011)	65%	90%	16%	15%
2012-2013 (2011-2012)	66%	95%	17%	17%
2013-2014 (2012-2013)	67%	81%	18%	19%
2014-2015 (2013-2014)	68%	80%	19%	19%

To assist in establishing Title III AMAO targets for accountability year 2015-2016 and the future, the Department contracted with the WIDA Consortium at the Wisconsin Center for Educational Research at the University of Wisconsin, Madison, to conduct an analysis of Virginia's ACCESS for ELLs student performance data and provide recommendations based on the analysis. Based on a review of the WIDA Consortium's data analysis and recommendations, and considering that a new version of the ACCESS for ELLs test (ACCESS 2.0) will be administered online beginning in school year 2015-2016 for accountability year 2016-2017, the Department proposed in fall 2014 that the Board of Education establish Title III AMAO targets for the next three years as shown in the chart below. The Department also proposed that Virginia's Title III AMAO targets would be re-evaluated and revised, if necessary, following availability of sufficient data from the administration of the new version of ACCESS for ELLs to analyze the impact of the new assessment on LEP performance trends.

The chart below reflects the Title III AMAO 1 Progress and AMAO 2 Proficiency targets proposed by the Department in fall 2014 for approval by the Board. Attachment A explains the rationale for the originally proposed Title III targets.

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1%	16.7%
2017-2018 (2016-2017)	69.2%	17.8%

On November 20, 2014, the Board of Education approved the proposed Title III targets; subsequently, the Department submitted the targets to USED for approval.

Summary of Important Issues:

In February 2015, USED staff informed Department staff that the annual increase of AMAO 1 Progress targets is not sufficient. The USED staff acknowledged that the proposed incremental increase is allowable by statute, and that the introduction of the new online ACCESS 2.0 would likely create a new trend line so that setting future targets using data from the currently-administered version of the assessment would not be prudent. However, USED staff anticipated that the minimal increase in AMAO 1 Progress targets would not appear sufficiently ambitious and would likely not receive final approval by USED. During a call with USED staff, it was suggested that Virginia consider maintaining the 69 percent AMAO 1 Progress target for the 2015-2016 accountability year, but set the target for the two subsequent years as “To Be Determined” (TBD), with the expectation that the Department would establish the subsequent targets using available data from the online ACCESS 2.0 assessment (see the revised AMAO chart below). The USED also requested a written rationale for the recalibrated AMAO 2 Proficiency targets.

Revisions to Proposed Title III AMAO 1 Progress and AMAO 2 Proficiency Targets Through the 2017-2018 Accountability Year

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1% TBD	16.7%
2017-2018 (2016-2017)	69.2% TBD	17.8%

Impact on Resources:

Title III of the ESEA requires state educational agencies to establish Title III AMAOs for the LEP subgroup for all school divisions in the state. This requirement will continue to have a moderate impact on the agency’s resources.

Timetable for Further Review/Action:

Upon approval by the Board, the revisions to Virginia’s proposed Title III AMAO 1 Progress targets through 2017-2018 and additional information requested will be submitted for final review and approval

to the U.S. Department of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve revisions to Virginia’s proposed Title III AMAO 1 Progress targets through 2017-2018 for inclusion in Virginia’s Consolidated State Application Accountability Plan, and authorize the Superintendent of Public Instruction, in consultation with the President of the Board, to make technical amendments or substantive revisions to the proposed Title III AMAO targets or methodology in response to issues raised by USED.

Revisions to Proposed Title III AMAO 1 Progress and AMAO 2 Proficiency Targets Through the 2017-2018 Accountability Year

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1% <u>TBD</u>	16.7%
2017-2018 (2016-2017)	69.2% <u>TBD</u>	17.8%

Rationale for Action:

Section 3122 of ESEA requires states to establish annual Title III targets that measure the progress of LEP students in learning English (AMAO 1 Progress) and LEP students’ attainment of English language proficiency (AMAO 2 Proficiency). In 2011, the Board of Education approved Title III AMAO 1 Progress and AMAO 2 Proficiency targets for the LEP subgroup that ended with accountability year 2014-2015. The approval of the revisions to the proposed Title III targets, as advised by USED, will allow the Department to establish AMAO 1 Progress targets based on two years of data from the new online ACCESS 2.0 assessment. In addition, the AMAO 2 Proficiency targets for the LEP subgroup through accountability year 2017-2018, as approved by the Board in November 2014: 1) more accurately reflect current performance trends for the LEP subgroup as determined based on an analysis of existing assessment data; and 2) increase the opportunity for LEP students tested on Tier B to demonstrate English language proficiency. Finally, the proposed Title III AMAO targets follow the same timeline as the ESEA Title I annual measurable objective targets for reading, mathematics, and federal graduation indicator.

**Originally Proposed English Language Proficiency Performance Targets
for Annual Measurable Achievement Objectives (AMAOs) 1 (Progress) and 2 (Proficiency)
through 2017-2018 in Virginia's Title III Accountability Plan
under the *Elementary and Secondary Education Act of 1965* (ESEA)**

The following rationale was included in the November 20, 2014, Board item on the originally proposed Title III targets in the chart below:

**Proposed Title III AMAO 1 Progress and AMAO 2 Proficiency Targets
Through the 2017-2018 Accountability Year**

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1%	16.7%
2017-2018 (2016-2017)	69.2%	17.8%

AMAO 1 Progress Targets

Statutory requirements in ESEA provide that Title III AMAO targets must increase incrementally each year. The proposed AMAO 1 Progress targets provide an incremental annual increase and reasonable goals for school divisions until such time that sufficient data are available from the online administration of the new version of the ACCESS for ELLs to re-evaluate the AMAO 1 Progress targets.

AMAO 2 Proficiency Targets

In 2009-2010, Virginia established the following criteria for LEP students to reach proficiency and be designated as formerly LEP: 1) test on Tier C of the ACCESS for ELLs test; 2) achieve a Composite Score of 5.0 or above; and 3) achieve a Literacy Score of 5.0 or above. The Tier C requirement, which was initially requested by school divisions and based on the limited ACCESS for ELLs data available at the time, was implemented with the intention of ensuring that LEP students who reached proficiency would have the English language skills necessary to meet the rigor of the Standards of Learning assessments. The WIDA Consortium has since clarified that LEP students testing on Tier B and meeting the same proficiency criteria as students testing on Tier C are equally prepared for academic success. Unintended consequences of continuing to limit the English language proficiency criteria to LEP students tested only on Tier C are: 1) a significant percentage of LEP students, tested on Tier B, are excluded from the opportunity to meet English language proficiency and exit LEP services; and 2) divisions with small incidence populations of LEP students are at a disadvantage in meeting Virginia's proficiency targets because their LEP student populations may not be large enough to have the necessary percentage testing on Tier C of the ACCESS for ELLs assessments.

The proposed AMAO 2 Proficiency targets are based on expanding the English language proficiency criteria to LEP students who: 1) test on Tier B *and* Tier C of the ACCESS for ELLs test; 2) achieve a Composite Score of 5.0 or above; and 3) achieve a Literacy Score of 5.0 or above. The addition of LEP students tested on Tier B and meeting the criteria above would allow a larger number of LEP students, especially in divisions with small incidence LEP student populations, the opportunity to meet the proficiency criteria. Furthermore, the expansion of the proficiency criteria to include Tier B was included as a recommendation in the data analysis provided to the Department by the WIDA consortium.