

NCLB/Title III Rhode Island Accountability Targets  
Summary Description of  
Annual Measurable Achievement Objectives (AMAOs)  
For Programs Instructing English Language Learners

Rhode Island Department of Elementary and Secondary Education



March 2010

### **Title III Accountability**

The federal No Child Left Behind Act (NCLB) specifies that school districts using Title III federal funds to provide supplemental educational services to English language learners (ELL) must meet three Annual Measureable Achievement Objectives (AMAOs) defined by Title III as:

1. *annual increases in the number or percentage of children making progress in learning English;*
2. *annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency;*  
*and*
3. *making adequate yearly progress for limited English proficient children*

Title III accountability is comparable in some ways 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, though, NCLB/Title III is an accountability reporting system for school *districts* but not for individual schools within school districts. The Title I accountability system assesses the academic achievement of all students in grades 3-8 plus grade 11, while the Title III accountability system assesses the English language proficiency of all ELL students in grades K-12 as well as the academic achievement of ELLs in grades 3-8 plus 11. The accountability system defined by NCLB/Title I is used statewide at all schools whether or not Title I funds are received; however, Rhode Island applies Title III accountability targets only to Title III subgrantees (either individual LEAs or Title III consortia).

### **The Assessment Instruments**

English language proficiency (speaking, listening, reading and writing) is assessed using the ACCESS for ELLs<sup>®</sup> assessment which is administered in mid-January through mid-February each year. ACCESS for ELLs is a product of the multi-state World-Class Instructional Design and Assessment (WIDA) consortium and is strictly aligned to the WIDA English language proficiency standards that have been adopted and disseminated in Rhode Island. The academic achievement exams used under Title III (and for Title I NCLB school and district accountability) are the New England Common Assessment Program (NECAP) exams developed jointly with New Hampshire, Vermont, and Maine. Title III evaluation is made using ACCESS for ELLs assessment scores from January of any given school year and NECAP assessment scores from the previous school year, since NECAP is administered in the fall.

**AMAO 1: annual increases in the number or percentage of children making progress in learning English**

Growth expectation:	Gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level for an individual student
Starting point target:	27% of students making a gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level
Ending point target:	56% of students making a gain of $\geq 0.5$ ACCESS for ELLs <sup>®</sup> overall composite level
Confidence interval:	95%
Years from starting to ending:	2009-2010 to 2017-2018 (nine test administrations in an eight year span)
Annual increases:	2010 target of 27% 2011 target of 30% 2012 target of 33% 2013 target of 36% 2014 target of 40% 2015 target of 44% 2016 target of 48% 2017 target of 52% 2018 target of 56%

**AMAO 2: annual increases in the number or percentage of children attaining English proficiency by the end of each school year**

Definition of “attainment”:	ACCESS for ELLs <sup>®</sup> composite score $\geq 4.5$ . Scores from both Tier B and Tier C will be acceptable. For the Kindergarten ACCESS, the <i>accountability score</i> will be used.
Starting point target:	18% of LEP students served by a subgrantee will score at or above the proficient level
Ending point target:	34% of LEP students served by a subgrantee will score at or above the proficient level
Confidence interval:	95%
Years from starting to ending:	2009-2010 to 2017-2018
Annual increases:	2010 target of 18% 2011 target of 19% 2012 target of 20% 2013 target of 21% 2014 target of 23% 2015 target of 25% 2016 target of 28% 2017 target of 31% 2018 target of 34%

### **AMAO 3: Adequate yearly progress for LEP children**

The method for calculated AMAO 3 for Title III subgrantees will be consistent with that used under Title I for AYP outlined in the Rhode Island School Consolidated Application Accountability Workbook. (<http://www.ed.gov/admins/lead/account/stateplans03/ricsa.pdf>)

### **Accountability Cohorts**

Rhode Island will not implement any accountability cohorts (including those based on the number of years that ELLs have been enrolled in a program of English language instruction) for AMAOs 1 and 2. Rhode Island will, however, implement grade-span cohorts consistent with Title I for AMAO 3.

### **Minimum group size**

Rhode Island will not apply a minimum group size to AMAO 1 and AMAO 2 determinations.

### **Application of accountability provisions**

Rhode Island holds all eligible entities accountable for achievement of AMAOs in accordance with section 3122(b) of Title III Part A. LEAs that do not meet the minimum subgrant threshold and enter into a consortium to receive funds under Title III will not be held individually accountable. The consortium is held accountable as a single entity and the consortium lead will be held responsible for all accountability provisions under section 3122(b). AMAOs will be calculated and reported to individual LEA consortium members when possible (i.e. when there are sufficient numbers of ELL students), but only for the purpose of aiding improvement efforts and not for the purpose of holding the consortium members individually accountable.

### **District Title III Classification System**

Title III subgrantees must meet all three AMAO targets to “meet” AMAOs. For accountability purposes outlined by section 3122(b) of Title III Part A, subgrantees shall be classified according to the following table:

<b>The subgrantee...</b>	<b>Classification</b>
met all AMAOs	Unclassified
did not meet AMAOs for one year	Title III Watch
did not meet AMAOs for two consecutive years	Title III Improvement I
did not meet AMAOs for three consecutive years	Title III Improvement I
did not meet AMAOs for four consecutive years	Title III Improvement II

Subgrantee and state responsibilities and requirements relating to failure to meet AMAOs are described in Section 3122(b) of Title III Part A.