

**Question and Answer Guide  
for  
Annual Measurable Achievement Objective (AMAO) Determination**

**School Division Appeal of Title III AMAO Results**

**1. How will school divisions access Title III AMAO results?**

School divisions will be able to view Title III AMAO results in the Title III (ESL) reports in the Single Sign-On for Web Systems (SSWS) following USED approval of the AMAO 1 (progress) target.

**2. What are Virginia's AMAO targets for 2009-2010 and 2010-2011?**

School Year	AMAO 1 Progress Target	AMAO 2 Proficiency Target	AMAO 3 Adequate Yearly Progress Reading Target	AMAO 3 Adequate Yearly Progress Mathematics Target
2009-2010	64	15	81	79
2010-2011	TBD*	TBD*	82	80

\* 2010-2011 AMAO 1 and AMAO 2 targets will be determined based upon a review of the Spring 2011 ACCESS for ELLs<sup>®</sup> test results.

**3. Will a school division be able to appeal Title III AMAO results?**

USED requires that a school division meet all three Title III AMAOs: AMAO 1 (progress); AMAO 2 (proficiency); and AMAO 3 (Adequate Yearly Progress). If a division did not meet one or more of the Title III AMAOs due to a statistical error or other substantive reasons, the school division may submit an appeal to the Department following directions in Superintendent's Memo No. 182-10, dated August 6, 2010, accessible at the following link: [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2010/182-10.shtml](http://www.doe.virginia.gov/administrators/superintendents_memos/2010/182-10.shtml). The Superintendent's Memo provides instructions and forms needed to submit an appeal, as well as a description of the appeals process.

**4. Under what circumstances may a school division submit an appeal?**

There are several reasons that a school division may submit an appeal. They are:

- A school division believes that an error or omission occurred in the calculation of AMAO 1 (progress) or AMAO 2 (proficiency), such as failure to include both the composite and the literacy score to determine a student's proficiency level or the failure to use the correct baseline data to determine progress.
- A school division believes that the demographic information associated with the test scores is in error.
- A school division can document that it did not meet the AMAOs due to another verifiable, substantive reason.

### **Title III Separate Notification Letter**

**5. If a school division has failed to meet one of the Title III AMAOs, must a separate notification letter be sent to parents?**

Yes. Title III, Section 3302 (b) of NCLB states that separate notification letters must be sent to parents by the school division within 30 days of receipt of the final report indicating that one or more AMAOs for Limited English Proficient (LEP) students have not been met.

**6. What information should be included in the Title III separate notification letter?**

Information required to be included in the letter is provided in a sample template available at the following link:

[http://www.doe.virginia.gov/instruction/esl/standards\\_resources/resources/failure\\_meet\\_objectives\\_letter.pdf](http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/failure_meet_objectives_letter.pdf)

Additionally, the division may want to explain that several steps had to occur before the division had sufficient information to relay to parents regarding whether or not it had met the Title III targets. The Department of Education had to wait until two years of data were available for review, the Board of Education had to set a proposed target for proficiency based on the reviewed data, and the U.S. Department of Education had to accept the Board's proposal before the school division had sufficient information to share with parents.

**7. Which parents should receive the Title III separate notification letter?**

All parents of LEP students at English Proficiency Levels 1-5 should receive the separate notification letter, if one is required.

**8. Does the school division or the individual school send the Title III separate notification letter?**

The school division should send the separate notification letter to the parents of LEP students at English Proficiency Levels 1-5.

**9. How should the Title III separate notification letter be sent to parents?**

The law does not specify how the letter is to be sent; however, it does specify that the letter must be separate from other notifications or unrelated information. The Virginia Department of Education recommends that the separate notification letter be sent by U. S. mail to parents.

### **AMAO Determinations and Title III Improvement**

**10. How is a school division identified for Title III improvement?**

A school division failing to meet any AMAO for two consecutive years enters Title III division improvement. For example, a division that missed AMAO 3 (Adequate Yearly Progress) in 2008-2009 and AMAO 2 (proficiency) in 2009-2010 enters Year 1 of Title III improvement for the 2010-2011 school year.

**11. Which divisions are required to submit Title III improvement plans?**

Title III, Section 3122 (b) (2) of NCLB states that school divisions in year 1, 2, or 3 of Title III improvement must submit an improvement plan addressing the factors preventing the division from achieving the AMAO(s). School divisions in year 4 of Title III improvement are notified by the Department that technical assistance will be provided to the school division in modifying the curriculum, program, and method of instruction used for English as a Second Language (ESL) in the division.

**12. Is a school division that does not receive Title III funding required to submit a division improvement plan?**

No. Section 3122(b)(1) of NCLB states that only school divisions receiving Title III funding are accountable for Title III AMAO determinations.

**13. What information should be included in the Title III improvement plan? Must it be a separate plan?**

The Title III improvement plan should include 1) goals for improvement; 2) a plan for implementing the goals; and 3) procedures for monitoring the implementation of the goals. The Title III improvement plan may be included as part of the schoolwide or divisionwide improvement plan, if applicable.

**ACCESS for ELLs Data Quality**

**14. Can school divisions request a data upload through SSWS to include additional ACCESS for ELLs<sup>®</sup> data that are not included in the *Spring ACCESS for ELLs<sup>®</sup> Test Results* report?**

The Department receives the ACCESS for ELLs<sup>®</sup> assessment results in a file directly from MetriTech, Inc. At this time, the Title III (ESL) electronic database is not configured to accept revised ACCESS for ELLs<sup>®</sup> data.

**15. How can school divisions ensure that accurate data are submitted on the student**

**identification labels for the ACCESS for ELLs<sup>®</sup> assessments?**

It is critical that each student record for the ACCESS for ELLs<sup>®</sup> test include a valid state test identifier (STI) so that the records may be included in the calculation of the AMAO I (progress). Without a valid STI student records for the ACCESS test cannot be matched across years and progress calculations cannot be made.

STIs may be included in the file submitted to Metritest, Inc. (the testing contractor for the ACCESS for ELLs<sup>®</sup>) for the pre-id labels or hand gridded on the student's test booklet. Detailed instructions on including the STI in the student's ACCESS for ELLs<sup>®</sup> record have been provided to each Division Director of Testing (DDOT). DDOTs are encouraged to share this information with other school division staff involved in ACCESS testing. In addition, other school division staff should contact their DDOTs with any questions about how to include the STI in the student test record as well as the appropriate procedure to use to identify the STI for a particular student.

**Small "n" Size**

**16. Will the "small n-size" of 50 in Title III AMAO determinations in the same way it is used for Adequate Yearly Progress (AYP) determinations?**

Yes. According to the Title III Notice of Interpretations, Section 3122(a)(3)(A) of NCLB permits a state to apply a minimum group size to AMAO determinations under Title III that is consistent with the minimum group size that the state applies to AYP determinations and that has been approved by the Department in the state's Accountability Workbook.

If you have questions or need additional information, please contact Judy Radford, ESL coordinator, at the Virginia Department of Education, at (804) 786-1692 or at [Judy.Radford@doe.virginia.gov](mailto:Judy.Radford@doe.virginia.gov).