

**Virginia Department of Education
Office of Program Administration and Accountability
Question and Answer Guide for
Title III Annual Measurable Achievement Objective (AMAO) Determinations**

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).

2. What are Virginia's AMAO targets for 2010-2011 and 2011-2012?

School Year	AMAO 1 Progress Target	AMAO 2 Proficiency Target	AMAO 3 Adequate Yearly Progress Target (Reading/Language Arts)	AMAO 3 Adequate Yearly Progress Target (Mathematics)
2010-2011	65 percent	16 percent	86 percent	85 percent
2011-2012	66 percent	17 percent	91 percent	90 percent

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 the instructions listed in Superintendent's Memo No. 329-11, dated December 16, 2011.

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?

A school division may submit an appeal for one or more of the following reasons:

- 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 *No Child Left Behind Act of 2001* (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

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?

Title III improvement status is based on whether school divisions and/or consortia fail to meet any one or more of the Title III AMAOs for two or more consecutive years.

For School Divisions not in Consortia:

- A division that does not meet any one or more AMAOs for two consecutive years must develop an improvement plan addressing the factors preventing the division from achieving the AMAOs.
- A division that does not meet any one or more AMAOs for four consecutive years must, with the assistance of the state, include modifications to the curriculum, program, and method of instruction in their improvement plan.

For School Divisions in Consortia:

- A division that does not meet the same AMAOs the consortium missed for two consecutive years must develop an improvement plan addressing the factors preventing the division from achieving the AMAOs.
- A division that does not meet the same AMAOs the consortium missed for four consecutive years must, with technical assistance provided by the state, include modifications to the curriculum, program, and method of instruction in their improvement plan.

11. 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.

12. 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; 3) procedures for monitoring the implementation of the goals; and 4) evaluation of the effectiveness of the improvement plan. The Title III improvement plan may be included as part of the schoolwide or divisionwide improvement plan, if applicable.

ACCESS for ELLs Data Quality

13. Can school divisions request a data upload through SSWS to include additional ACCESS for ELLs® test data that are not included in the Spring ACCESS for ELLs® Test Results report?

The Department receives the ACCESS for ELLs® test 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® test data.

14. How can school divisions ensure that accurate data are submitted on the student identification labels for the ACCESS for ELLs® assessments?

It is critical that each student record for the ACCESS for ELLs® test include a valid state test identifier (STI) so that the records may be included in the calculation of the AMAO 1(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 MetriTech, Inc. (the testing contractor for the ACCESS for ELLs® test) 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® test 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 for ELLs® 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

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

Virginia applies a minimum group size of 50, as approved under Title I, only to AMAO 3 calculations at the division level. The minimum group size is not applied to AMAO 1 or AMAO 2 calculations.

If you have questions or need additional information, please contact Stacy Freeman, ESL specialist, at the Virginia Department of Education, at (804) 371-0778 or at Stacy.Freeman@doe.virginia.gov.