

**Virginia Department of Education
Office of Program Administration and Accountability**

Guidance 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 can view Title III AMAO results in the Title III reports in the Single Sign-On for Web Systems (SSWS) portal.

2. What are the Title III AMAO targets for accountability year 2014-2015?

Accountability Year 2014-2015	Based on the ACCESS for ELLs assessment		Based on Title I Annual Measurable Objective (AMO) Targets for the Limited English Proficient Subgroup		Based on the Federal Graduation Indicator (FGI)
Assessment Year 2013-2014	AMAO 1 Progress Target	AMAO 2 Proficiency Target	AMAO 3 SOL Reading Target	AMAO 3 SOL Mathematics Target	AMAO 3 FGI Target
	68 percent	19 percent	52 percent	53 percent	80 percent

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

Section 3122 of the *Elementary and Secondary Education Act of 1965* (ESEA) and ESEA flexibility provisions require that a school division meet all three Title III AMAOs: 1) AMAO 1 (progress); 2) AMAO 2 (proficiency); and 3) AMAO 3 (Annual Measurable Objectives (AMOs)) for reading, mathematics, and the FGI for the Limited English Proficient (LEP) subgroup). 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. 261-14, dated September 26, 2014.

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 assessment scores is in error.

- A school division can document that it did not meet the Title III AMAOs due to another verifiable, substantive reason.

Title III Separate Notification

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

Yes. Section 3302(b) of the ESEA states that separate notification must be sent to parents of ELLs by the school division within 30 days of notification by the Department of Title III AMAO results indicating that one or more Title III AMAOs have not been met. School divisions in a consortium must send individual letters informing parents of the Title III AMAO(s) not met by the consortium. Superintendent's Memo 267-14 announcing the availability of the Title III reports serves as the Department's notification of Title III AMAO results for 2014-2015. Information required to be included in the letter is provided in a sample template at the following link in the Title III Toolkit under the tab entitled Compliance:

http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml.

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

Information required to be included in the letter is provided in a sample template at the following link in the Title III Toolkit under the tab entitled Compliance:

http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml.

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

All parents of ELLs at English proficiency levels 1-5 should receive the separate notification, if one is required.

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

The school division should send the separate notification to the parents of ELLs at English proficiency levels 1-5.

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

The law does not specify how the notification is to be sent. However, it does specify that the notification must be sent separately from other notifications or unrelated information.

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 Title III AMAOs for two consecutive years must develop an improvement plan addressing the factors preventing the division from achieving the Title III AMAOs.

- A division that does not meet any one or more Title III AMAOs for four consecutive years must modify the curriculum, program, and method of instruction for their English language instruction for ELLs program.

For School Divisions in Consortia:

- A division that does not meet the same Title III AMAO(s) the consortium missed for two consecutive years must develop an improvement plan addressing the factors preventing the division from achieving the AMAO(s).
- A division that does not meet the same Title III AMAO(s) the consortium missed for four consecutive years must modify the curriculum, program, and method of instruction for their English as a Second Language (ESL) program.

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 the ESEA 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.

Small “n” Size

13. Will the small “n” size of 30 be used in Title III AMAO determinations in the same way it is used for Annual Measurable Objective (AMO) determinations?

For the 2013-2014 assessment results, Virginia applied the minimum group size of 30, 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, Title III specialist, at (804) 371-0778 or Stacy.Freeman@doe.virginia.gov.