

Board of Education Agenda Item

Item: Q.

Date: November 18, 2010

Topic: Final Review of Proposed English Language Proficiency Performance Target for Annual Measurable Achievement Objective (AMAO) 1 for 2009-2010 in Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001* (NCLB)

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

Date: January 14, 2010

Action: Final review of a proposed amendment to Virginia's NCLB Consolidated State Application to set AMAO 2 for English language proficiency at 15 percent for the 2009-2010 school year and to request a waiver from setting AMAO 1 for progress until the state has data from two administrations of the statewide English Language Proficiency (ELP) assessment, Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)

Date: October 28, 2010

Action: First Review of Proposed English Language Proficiency Performance Target for Annual Measurable Achievement Objective (AMAO) 1 for 2009-2010 in Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001* (NCLB)

Background Information:

The *Elementary and Secondary Education Act* (ESEA) as amended by the *No Child Left Behind Act of 2001* (NCLB) requires all state education agencies to submit for approval to the United States 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 NCLB. States are permitted to revise the Plan by submitting requests for review and approval from USED.

The accountability plan includes establishing Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students that measure their progress in learning English (AMAO 1) and attainment of English proficiency (AMAO 2). In January 2010, Virginia requested and received approval from USED to set AMAO 2 (proficiency) at 15 percent for 2009-2010. At that time, a request was also made and approved to defer establishing a target for AMAO 1 (progress) until two data points were available from the administration of Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), adopted by the Virginia Board of Education as the state-approved English Language Proficiency (ELP) assessment. The 2009-2010 test administration provided the second data point and Virginia must now submit a revision to the accountability plan to establish the AMAO 1 (progress) target for LEP students for 2009-2010 based on the new ELP assessment.

Summary of Major Elements:

Based on a review of Virginia’s current ACCESS for ELLs data, the proposed target for the percent of LEP students making progress in learning English for 2009-2010 is 64 percent. The targets based on ELP assessments administered in 2010-2011 through 2013-2014 will be established upon review of the ACCESS for ELLs data in subsequent years.

**English Language Proficiency Performance Targets for
AMAO 1 (Progress) and AMAO 2 (Proficiency) for
2009-2010 through 2013-2014**

School Year	Percent of LEP Students Making Progress in Learning English (AMAO 1)	Percent of LEP Students Attaining English Proficiency (AMAO 2)
2009-2010	64	15*
2010-2011	TBD	TBD
2011-2012	TBD	TBD
2012-2013	TBD	TBD
2013-2014	TBD	TBD

*already approved by USED

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt English language proficiency performance target for AMAO 1 (progress) for 2009-2010 for inclusion in Virginia’s Consolidated State Application Accountability Plan.

Impact on Resources:

The provisions of the *Elementary and Secondary Education Act* (ESEA) require the Department of Education to collect and analyze data related to determining Title III AMAOs for all school divisions in the state. These requirements will continue to have an impact on the agency’s resources.

Timetable for Further Review/Action:

Upon approval by the Board of Education the proposed target will be submitted to USED.