



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.

In November 2010, Virginia submitted a revision to the accountability plan to establish AMAO 1 (progress) at 64 percent for 2009-2010, and establish targets based on ELP assessments administered in 2010-2011 through 2013-2014 based upon review of the ACCESS for ELLs data in subsequent years. USED accepted AMAO 1 (progress) at 64 percent for 2009-2010, but requested that Virginia comply with the statutory requirement to annually increase AMAOs by establishing AMAO 1 and AMAO 2 targets for ELP assessments administered in 2010-2011 despite the fact that the state does not have impact data to review at this time.

**Summary of Major Elements:**

The Department has researched the process used by several other states using the ACCESS for ELLs® assessment to establish AMAOs in the absence of sufficient impact data. The general practice among these other states is to establish minimal annual target increases. The Department also reviewed Virginia’s AMAO 1 (progress) and AMAO 2 (proficiency) results for the 2010-2011 school year based on 2009-2010 assessment results, which indicate that the state exceeded the AMAO 1 and AMAO 2 targets as indicated in the table below.

**2010-2011 State Annual Measurable Achievement Objective Results  
Based on 2009-2010 ACCESS for ELLs Results**

	<b>AMAO 1 (Progress)</b>	<b>AMAO 2 (Proficiency)</b>
<b>AMAO Target</b>	<b>64</b>	<b>15</b>
State Result	75	19

If similar state-level ACCESS for ELLs results are reported for upcoming years, Virginia will be in position to meet or exceed future targets that increase by one point annually. Based on this information and with the absence of other indicators to use as a predictor, the proposed targets for the percent of LEP students making AMAO 1 (progress) and 2 (proficiency) through 2013-2014 are provided in the chart below.

**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	65	16
2011-2012	66	17
2012-2013	67	18
2013-2014	68	19

\*accepted by USED

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed English language proficiency performance targets for AMAO 1 (progress) and AMAO 2 (proficiency) through 2013-2014 for inclusion in Virginia's Consolidated State Application Accountability Plan.

**Impact on Resources:**

The provisions of the *Elementary and Secondary Education Act of 1965* (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:**

The English language proficiency performance targets for AMAO 1 (progress) and AMAO 2 (proficiency) through 2013-2014 will be presented to the Board of Education for final review on March 24, 2011.