



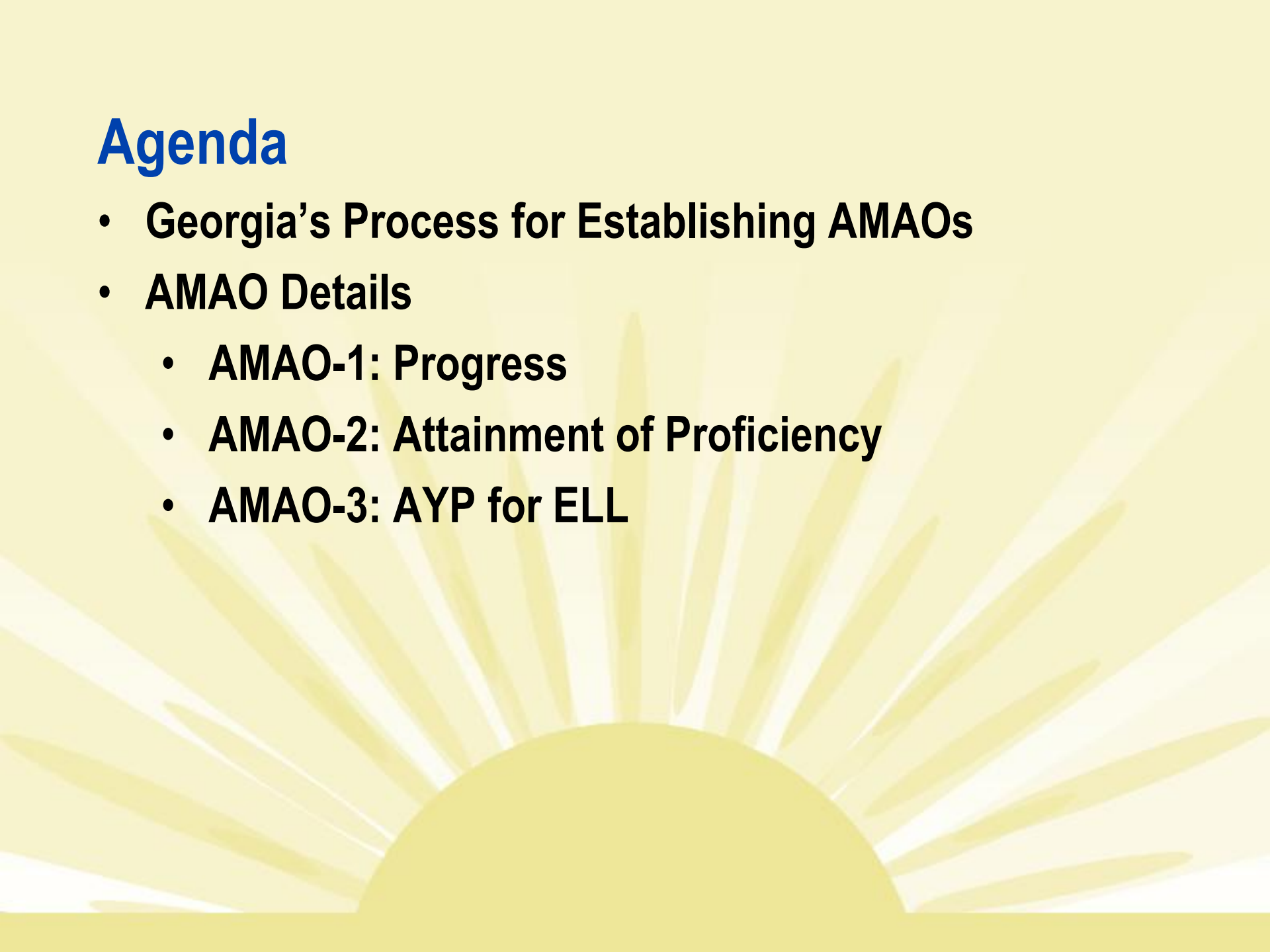
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ACCESS for ELLs and Georgia's AMAOs for English Language Learners

*Presented by: GaDOE Assessment and Accountability Division
&
GaDOE Innovative Academic Programs Division*

*We will lead the
nation in improving
student achievement.*

Agenda

- **Georgia's Process for Establishing AMAOs**
 - **AMAO Details**
 - **AMAO-1: Progress**
 - **AMAO-2: Attainment of Proficiency**
 - **AMAO-3: AYP for ELL**
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NCLB Requirements for ELL under Title III

- **Establish standards of performance (curricular objectives) for ELL students –**
 - *across 4 language domains of speaking, listening, reading, and writing and aligned with the achievement of challenging academic content and student achievement standards*
- **Annually assess the English acquisition of ELL students**
- **Establish Annual Measurable Achievement Objectives (AMAOs) for ELL students**
 - *similar to AMOs under Title I*

Why did GaDOE adopt the ACCESS for ELLs?

Meets the Federal assessment and reporting requirements stipulated under Title I and Title III of the No Child Left Behind Act (2001).

- Must assess student's Oral Language, Reading, Writing skills in both social setting and academic setting
- Must report student's progress yearly
- Designed to describe students at all levels of English language proficiency (via Tiers)
- Aligned to WIDA Consortium's English Language Proficiency Performance Standards
- Similar in standardization protocols to other Georgia assessments - *Must be administered to students under standard conditions by certified teachers who have undergone training*

ACCESS as Exit Criteria for Title III Services

The Six Language Proficiency Levels on ACCESS assessment

1	2	3	4	5	6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

What is the criterion for exit on the ACCESS for ELLs?

GaDOE adopted a Composite Proficiency Level of 5.0 on the Tier C form as the criterion for ELL to exit English to Speakers of Other Languages (ESOL) services.*

**There is some flexibility in place for districts to exit a student earlier via a Language Assessment Committee if student demonstrates that he or she is academically self-sufficient.*

ACCESS Exit Criteria

Why Composite Proficiency Level?

- GaDOE believes that for ELL students to experience academic success in the content-based classroom, they must attain a high degree of proficiency in English.
- Composite Proficiency Level includes all 4 language domains: 35% Reading, 35% Writing, 15% Listening, 15% Speaking
- Performance Descriptor for Composite Proficiency Level 5.0, Tier C (Bridging) embodies those English language skills that describe a student who would be most likely to experience success on grade level.
 - *English Language Learners at the Bridging Proficiency Level process, understand, produce, and use:*
 - *the technical language of the content areas*
 - *a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports*
 - *oral or written language approaching comparability to that of proficient English peers when presented with grade level material*

Georgia's Process for Establishing AMAOs

Under Title III of the No Child Left Behind Act of 2001, three criteria for Annual Measurable Achievement Objectives (AMAO) are mandated. States must report, on an annual basis, the percent or number of English language learners who:

AMAO-1

- Demonstrate progress in their English language proficiency

AMAO-2

- Attain full English language proficiency

AMAO-3

- Meet state academic content and student achievement standards for AYP

Georgia's Process for Establishing AMAOs

Georgia Department of Education staff members from Title III/ESOL, Policy, and Assessment and Accountability collaborated to develop the Title III AMAOs. The team:

- Reviewed the AMAO policies of several states and consulted with colleagues of other states
- Consulted with WIDA Consortium personnel on interpretation of ACCESS scores
- Set performance bands and targets based on examination of Georgia's assessment data
- Vetted proposed AMAO information with stakeholders across the state

AMAO Details

- To set appropriately rigorous, yet reasonable Title III AMAO targets, the Georgia DOE followed a similar vision and methodology as was used for setting Title I AYP targets in 2003.
 - FAY concept
 - Minimum N
 - Two data points to measure progress
- Targets and methods presented here are what Georgia DOE has *proposed* to the U.S. Department of Education.
- U.S. Department of Education (USED) requires Georgia to operationalize the AMAO plan for accountability without written approval. This must begin with 2006-07 data.
- USED released Final Interpretation on Oct. 17, 2008. This may have implications for Georgia's plan.

AMAO 1 – Progress

First Progress Indicator

Progress refers to the percent of students who demonstrate Annual Progress in English Language Acquisition. Annual Progress in English Language Acquisition will be defined as ELL students progressing from one performance band to another from one year to the next.

The performance bands are defined as follows:

Performance Band	ACCESS-Composite Proficiency Level	Performance Point Range
I	1.0-2.2	1.3
II	2.3-3.3	1.1
III	3.4-3.9	0.6
IV	4.0-4.3	0.4
V	4.4-4.6	0.3
VI	4.7-4.9	0.3
VII	5.0+	NA

AMAO 1 – Progress

Observation: Seven performance bands indicate that students should reach proficiency in 7 years.

Rationale: Research indicates that it typically takes 5-7 years for students to become proficient in English.

Observation: At the lower performance bands more growth is needed to progress from one band to the next. At the higher performance bands less growth is needed to progress.

Rationale: Research indicates that students make larger gains at the lower proficiency levels and smaller gains as they become more and more proficient.

AMAO 1 – Progress

Baseline for All ELL Students and Annual Targets

School Year	Annual Target
Baseline 2006-07	47.0%
2007-08	47.0%
2008-09	48.0%
2009-10	49.0%

Second Progress Indicator (Second Look)

Serves as an alternative way for a district to meet the AMAO

Report for 2007-08 includes a Second Look to determine if a district has made more progress than it did the previous year. If the district does not meet the annual target, but it demonstrates positive movement of students, then it would meet this AMAO.

AMAO 2 – Attainment of Proficiency

First Attainment of Proficiency Indicator

Attainment of Proficiency refers to the percent of ELL that attain proficiency in English. Georgia has defined Attainment of Proficiency as obtaining an ACCESS Composite Proficiency Level of 5.0 or higher, on the Tier C form.

Baseline for All ELL Students and Annual Targets

School Year	Annual Targets
Baseline 2006-07	5.0%
2007-08	5.0%
2008-09	5.5%
2009-10	6.0%

AMAO 2 – Attainment of Proficiency

Second Attainment of Proficiency Indicator (Second Look)

Serves as an alternative way for a district to meet the AMAO

For the second look, the percent of *all students who exited language assistance services* will be determined.

Students who exited language assistance services includes both:

- *students who achieve Composite Proficiency Level 5.0 on ACCESS, Tier C*
- *students who exit based on Language Assessment Committee determination*

AMAO 2 – Attainment of Proficiency

For example, in 2007-08, the second look will be computed as A divided by B where:

A = all students coded ELL-Monitored in 2008 that were coded ELL in 2007

B = all students coded ELL and ELL-Monitored in 2008 that were coded ELL in 2007

The target is met if the district is above the state average for the reporting year.* Target for 2007-08 is 13.7%.

*If a district meets the target on the first Attainment of Proficiency indicator, it is not penalized by failure to meet the second look indicator.

AMAO 3 – Performance of ELL in AYP

- **The third component comes directly from the AYP process.**
 - **Did the ELL group at the district level meet the academic AYP criteria for reading/ELA and mathematics?**

AMAO Sanctions

If an LEA fails to make progress toward meeting the objectives for **two consecutive years**, the State will:

- require the LEA to develop a district improvement plan that will ensure that LEA works toward meeting the objectives.
- provide technical assistance to the LEA and develop collaboratively professional development strategies and activities, based on scientifically based research.

The LEA will incorporate these methodologies to improve the specific programs or methods of instruction provided to English language learners.

AMAO Sanctions

If the LEA fails to meet the annual measurable achievement objectives for **four consecutive years**, the State will:

- require the LEA to modify the curriculum, program and method of instruction;
- make a determination whether the LEA shall continue to receive Title III grant funding
- require the LEA to replace educational personnel relevant to the failure to meet such objectives

Contact Information

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