

Understanding Title III (ELL) Accountability

Nebraska Department of Education
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Title III is a Federal Government Program designed to distribute supplementary money to districts with ELL students. Whenever money is distributed by the Federal Government, there is an accountability component.

LEP and Immigrant for Nebraska: About 3 million dollars. Not a lot of money compared to Title I, however, it is very helpful to schools, particularly in the area of being able to provide teachers of ELLs with professional development—a required activity.

Legal Requirement

NCLB Statutory Requirements:

- ELLs must participate in state content assessments
- ELLs must be annually assessed on English language acquisition



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Title I and Title III of NCLB both have legal requirements in place for schools who serve ELL students. This includes testing.

State content: NeSA

State ELP: ELDA

Legal Requirement, cont.

States must report:

- Progress of students in learning English
- Number of students proficient in English
- Annual Yearly Progress (AYP) for the ELL subgroup



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Based on testing, states and districts must report on how ELLs are doing.

How they do that is on the next slide.

Establishment of Annual Measurable Achievement Objectives (AMAOs)

AMAO I: Measures progress in learning English

AMAO II: Measures proficiency in English

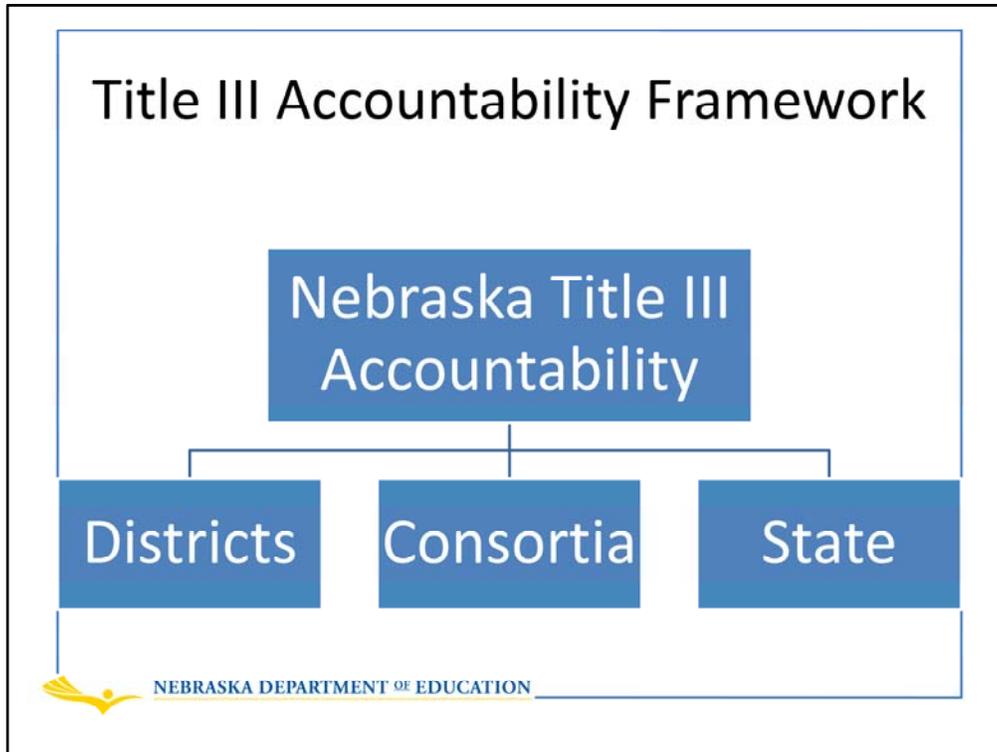
AMAO III: Measures meeting the State's content standards



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AMAOs were established to fulfill this reporting requirement. They are kind of like AYP for ELLs.

AMAO III is almost like AYP. Only it is reported at the district instead of building level. Sort of like double jeopardy— so ELLs are held to meeting the content standards of math and reading twice. AYP for ELL Subgroup at the building level and AMAO III – meeting AYP for the ELL subgroup at the district level.



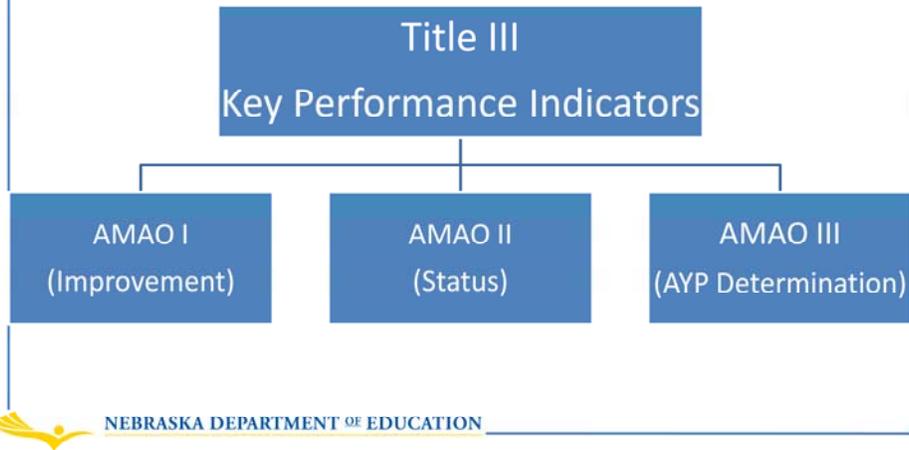
AMAOs are reported to the Federal Government in three ways.

Districts are awarded their own grant if they have enough ELLs to get a \$10,000 grant. These districts must make AMAOs on their own.

Smaller districts consort their money with an ESU. This allows the ESU to act as a fiscal agent. Pooled dollars are able to be used for the consortium for professional development and to purchase supplementary materials. The consortium is responsible for making AMAOs, not the individual districts. (More on this later.)

AMAOs must also be determined and reported on the State level.

Nebraska Framework, cont.



This is another way to show the three performance indicators. In the next few slides we will discuss each AMAO separately and how they are calculated.

Consortia and Accountability

- Districts that consort Title III funds with other districts through an Educational Service Unit (ESU), will have an accountability determination for AMAO I and II only at the consortium level
- District reports sent from NDE to districts in a consortium are for informational purposes only



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Data cannot be considered reliable or valid in districts with few numbers. That is why accountability decisions are made at the consortium level only. While we do send out reports to individual districts to provide local feedback, that information is to be used for internal conversations only.

English Language Development Assessment (ELDA)

- AMAO I and II are calculated using ELDA scores
- Aligned to Nebraska K-12 Guidelines for English Language Proficiency
- Assesses the four language domains of reading, writing, listening, and speaking
- Domain and composite scores are assigned
- Five performance levels; levels 4,5 considered proficient



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ELDA is the ELP Assessment currently used in Nebraska.

New in 2010

Changes were made to NDE's Accountability Design for School Year 2009-10

- Several years of data in NSSRS now allows NDE to match student scores to show progress for AMAO I
- Targets for AMAO II were reset to more accurately reflect student performance
- All changes have been approved by USDE



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2010 was the first year we used the new calculations to figure AMAO I and II. Prior to 2010, there was no way to match individual student scores. The NSSRS needed to have several years of collected data before we could use a model such as this one for AMAO I.

For AMAO II, the threshold level was set so high and kept increasing each year to the point that there were some districts that would never be able to meet.

AMAO I

Making Progress

- Student scores on the ELDA are used to calculate AMAO I
- Progress is determined by matching student scores from year to year
- Districts and consortia must show growth of an average of 1.9 index points each year
- Confidence Intervals (CI) are applied



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Confidence Intervals are another way for districts to meet the target. It is kind of like a standard error of measurement in that it provides a range and districts can still meet if they fall in the range. It is a way to account for data error or outliers that may influence the data. Sort of like a band width.

AMAO I: How Points are Assigned

1. Identify students with two years of ELDA data
2. Assign points

100 points = improvement of one composite level

150 points = improvement of two or more levels

50 points = composite level of three for two years AND
an improvement on one or more subtests

0 points = all other cases and regression

0 points for all students scores of RT (students not
tested and should have been)



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- Two ELDA scores are also referred to as “two data points.”
- The two data points do not have to be consecutive. So a student could have an ELDA score for 2011 and for 2009 and still receive points.

AMAO I points, cont.

3. Points are added and then divided by the number of students with two data points
4. Districts and consortia must show an increase of 1.9 average index points
5. If the difference between the two years of data is less than 1.9, a 99% CI is applied
 - Districts/Consortia may receive a “Met” status with or without the use of a Confidence Interval



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AMAO II

English Proficient

- Proficient is defined as achieving Level 4 or 5 on the ELDA
- Target for 2011 is 21 percent of the ELL students scoring proficient
- Target Goal increases by one percentage point in each successive year
 - 22% in 2012
 - 23% in 2013
 - 24% in 2014, etc



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AMAO II: How Points are Assigned

1. Identify the total number of students who took the ELDA
2. Identify students with composite scores of 4 or 5 (composite scores of 4 and 5 are considered proficient)
3. Divide the number of proficient students by the total number of students with composite scores (includes students with score of RT)



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The total number of students becomes the denominator of the division problem.

Number of students scoring 4 or 5 on ELDA becomes the numerator.

This calculation will give you a “percent proficient.”

Students with a score of RT are students who did not test and should have. Score of RT is equal to zero points.

AMAO II points, cont.

4. If percent proficient is greater than or equal to the target, district or consortia receive a status of “Met”
5. If district/consortia percent proficient is less than the target, a 99% confidence interval is applied
 - Districts/Consortia may receive a “Met” status with or without the use of a Confidence Interval



AMAO III

Making Annual Yearly Progress (AYP)

- AYP for the ELL subgroup
- Calculated at the district level, not building level
- Any district with a group of at least 30 ELLs is included
- Districts must have a “Met” for ELL students in NeSA Reading and Math



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AYP is not calculated at the Consortium Level.

Districts must meet AYP for both math and reading for the ELL Subgroup at all three grade spans (4,8, and 11) Not meeting one of them is still considered a “Not Met” for AMAO III.

Not Making AMAOs

- A district that has not met any of the three components is considered to have “Not Met” AMAOs
- A district that has not met any one of the three AMAOs for two consecutive years is considered to be in need of improvement and must submit an amendment to their Title III plan in the Grants Management System (GMS)



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Examples:

- District doesn't meet AMAO I one year and AMAO II the next = improvement status.
- District has a “not met” for AMAO III two years in a row (regardless of content area) = improvement status.

Can be off Improvement Status with improvement the next year.—unlike not meeting AYP which is a two-year designation.

Districts and consortia receive a letter from the Title I Director once determinations have been made advising them of their status.

If on Improvement Status, improvement plan must be submitted within 30 working days of being notified.

Title III Parental Notification

- Districts must notify parents if schools fail to make progress
- Notification must be in a language parents can understand
- Notification must be no later than 30 days after such failure occurs



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Districts and consortia with a “Not Met” or on “Improvement”, must notify ELL parents within 30 working days of being notified by NDE.

Considerations

Ensure student data is accurate in NSSRS

- Tests are ordered for all students designated as LEP eligible in Field 95 of NSSRS
- Change student's status when exit criteria is met (these students are not required to test)

Understand NeSA Scoring Rules

- Students who do not get tested and are required to, are assigned a score of zero
 - Includes parent or student refusals
 - Includes students absent but still on roster



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Do a Quality Assurance check on student answer documents. Ensure that all subtests are administered so ELDA scores are an accurate reflection of students' skills. Blank subtests will result in low composite scores.

For More Information

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