



Pennsylvania AMAO Status Report

West Shore SD

115219002

2013-2014 Administration of the ACCESS for ELLs® Assessment

This report is an important source of information about Title III subgrantee performance and accountability regarding programs for English language learners (ELLs).

This report shows the subgrantee's achievement status for three Annual Measurable Achievement Objectives (AMAOs) defined by Title III of NCLB as:

- AMAO 1 - *annual increases in the number or percentage of children making progress toward learning English;*
- AMAO 2 - *annual increases in the number or percentage of children attaining English proficiency, as determined by a valid and reliable assessment of English proficiency; and*
- AMAO 3 - *making annual measurable objectives for limited English proficient children.*

As a member of the World Class Instructional Design and Assessment (WIDA) Consortium, Pennsylvania utilizes the ACCESS for ELLs® to annually measure the English language proficiency (ELP) of ELLs across the commonwealth. The ACCESS for ELLs® is aligned to the WIDA English Language Development Standards and has been accepted by the U.S. Department of Education as a valid and reliable assessment of English proficiency. The results of the ACCESS for ELLs® are used to calculate AMAO 1 and AMAO 2. The results from the PSSA English Language Arts and Mathematics assessments and Keystone Algebra 1 and Literature assessments, as well as participation data and graduation rate for the ELL population are used to calculate AMAO 3.

Pennsylvania requires that the English language proficiency of all ELLs be measured with the ACCESS for ELLs® regardless of their participation in a Title III funded program.

The following pages contain a summary of the AMAO definitions and targets used for each AMAO, along with details on how these are calculated. These definitions and targets were informed by research conducted within the WIDA Consortium and then developed by the Pennsylvania Department of Education (PDE) with the participation of a committee of stakeholders drawn from across the commonwealth. The definitions and targets were approved by the U.S. Department of Education in June of 2009.

The final pages of this document contain the subgrantee's AMAO status report.

The Pennsylvania Department of Education wishes to thank all subgrantees for their continued attention to the education of English language learners across the commonwealth.

AMAO 1 : Annual increases in the number or percentage of children making progress toward learning English

Definition of growth:

Gain of ≥ 0.6 ACCESS for ELLs[®] overall composite proficiency level for an individual student

Note: Calculation of AMAO 1 requires test scores from two years. (PA Secure IDs must match.) Scores for children taking the ACCESS test for the first time, including most Kindergarten students, are not included in AMAO 1. Note also: Students with test scores from two years who attain proficiency in the second year are always counted as having made progress, regardless of level of gain.

Growth targets:

School Year	Target percent of students
	making a gain of ≥ 0.6 ACCESS for ELLs [®] overall composite proficiency level
2007-2008	target of 49%
2008-2009	target of 51%
2009-2010	target of 53%
2010-2011	target of 55%
2011-2012	target of 57%
2012-2013	target of 59%
2013-2014	target of 61%
2014-2015	target of 64%
2015-2016	target of 67%

If a district or consortium does not make AMAO 1, a 95 percent confidence interval, one-tailed, will be applied. If the district or consortium's percentage of students making progress falls within the confidence interval, the district or consortium will be reported as having made AMAO 1.

AMAO 2: Annual increases in the number or percentage of children attaining English proficiency

Definition of attainment:

Overall composite proficiency level score ≥ 4.5

Grades 1-12: ACCESS for ELLs[®] scores from both Tier B and Tier C forms of the test are acceptable.

Kindergarten: K ACCESS for ELLs[®] accountability level scores are acceptable.

Growth targets:

School Year	Target percent of students
	attaining English proficiency
2007-2008	target of 14%
2008-2009	target of 16%
2009-2010	target of 18%
2010-2011	target of 20%
2011-2012	target of 22%
2012-2013	target of 24%
2013-2014	target of 26%
2014-2015	target of 28%
2015-2016	target of 30%

If a district or consortium does not make AMAO 2, a 95 percent confidence interval, one-tailed, will be applied. If the district or consortium's percentage of students attaining proficiency falls within the confidence interval, the district or consortium will be reported as having made AMAO 2.

AMAO 3: Making annual measurable objectives (AMO) for LEP children

The method of calculating annual measurable achievement objective 3 (AMAO) for Title III accountability is consistent with federal accountability under Pennsylvania's ESEA Flexibility. Pennsylvania's ESEA Flexibility was approved in August 2013 and establishes clear Annual Measurable Objective (AMO) goals related to test participation, graduation/attendance, and closing achievement gaps in Mathematics and English Language Arts. For the purposes of Title III accountability, these AMOs are calculated on the aggregated English language learner (ELL) population that has participated in the PSSA and Keystone assessments for the year in which the ACCESS test was administered, at the district level for single subgrantees and at the consortium level for consortium members. Former ELLs who have exited and are in their first or second year of monitoring are also eligible to be included in AMAO 3 calculations.

For details related to the calculation of AMAO 3, Title III single subgrantees and consortia leads can access a Cognos report using the following path: Public Folders > eScholar Framework for Cognos - Production > LEP Reports > AMAO 3 Details for AMAO Status Report > AMAO_3_Details_for_AMAO_Status_Reports_SY13-14. For best results run the report as a pdf document. This report details the subgrantee or consortium's data, calculation, and result for each of the five component parts of AMAO 3 (test participation for mathematics assessments, test participation for English language arts assessments, closing the achievement gap for mathematics, closing the achievement gap for English Language Arts, and graduation rate). To meet AMAO 3, subgrantees and consortia must meet each AMO for which they have a minimum group size of 11 ELLs.

AMO calculation rules may vary from year to year depending on U.S. Department of Education approvals of PDE requests for updates. To view the Pennsylvania ESEA Flexibility, visit <http://www.education.state.pa.us/> and click on "PDE: ESEA Flexibility."

Accountability cohorts

Pennsylvania no longer implements accountability cohorts (including those based on the number of years students have been enrolled in a program of English language instruction) for AMAOs 1 and 2 or grade-span cohorts for AMAO 3. Pennsylvania aggregates the ELL population for district and consortium calculations.

Minimum group size for AMAOs

A minimum group size of 11 ELLs in a subgrantee is applied to AMAO 1 and AMAO 2 for public reporting purposes, but not for accountability purposes. In other words, if a subgrantee has fewer than 11 ELLs, AMAO 1 and AMAO 2 calculations will be made and the subgrantee will be held accountable, but PDE will not report the results publicly.

Pennsylvania applies a minimum group size of 11 ELL students in the aggregate to AMAO 3 determinations. This is consistent with the minimum group size that the commonwealth applies to AMO determinations and that has been approved by the U.S. Department of Education in Pennsylvania's ESEA Flexibility. AMAO 3 for consortia is calculated using the aggregated ELL population of the member districts—those ELLs who participate in the PSSA and Keystone assessments—using AMO rules, PSSA and Keystone data, and graduation rate data. A district or consortium not meeting the minimum group size will receive a report of "Not Applicable." Districts or consortia receiving a report of "Not Applicable" for any component part of AMAO 3 are still eligible to satisfy the overall AMAO 3 requirements by meeting the remaining parts. Districts or consortia receiving a report of "Not Applicable" for AMAO 3 are still eligible to satisfy the overall AMAO requirements by making both AMAO 1 and AMAO 2.

Application of Accountability Provisions for Consortia

Pennsylvania holds all eligible entities accountable for achievement of AMAOs in accordance with Section 3122(b) of Title III. LEAs that do not meet the minimum subgrant threshold and enter into a consortium to receive funds under Title III are not held individually accountable. The consortium is held accountable as a single entity and the consortium lead is held responsible for all accountability provisions under Section 3122(b).

Accountability Status

Title III Part A and the U.S. Department of Education expect state education agencies (SEA) to hold local education agencies (LEA) accountable for meeting annual measurable achievement objectives (AMAO). ESEA, Title III Part A Section 3122 (b) (2) and (b) (4) and Accountability for Title III AMAOs (August 2014) state:

If the State Educational Agency (SEA) determines, based on AMAOs, that an eligible entity³⁶ has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.

*The accountability requirements in section 3122(b)(2) of the ESEA apply to an LEA that has not met one or more AMAOs for **three consecutive years**. An LEA may continue to implement its improvement plan, or, if the LEA did not meet its AMAOs for different reasons than those addressed in the improvement plan, the LEA must adjust its plan to specifically address the factors that prevented it from meeting AMAOs.*

If the SEA determines that an eligible entity has failed to meet AMAOs described in subsection (a) for 4 consecutive years, the agency shall:

- require such entity to modify the curriculum, program, and method of instruction; or*
- make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; and*
(ii) require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

*The accountability requirements in section 3122(b)(4) of the ESEA continue to apply to an LEA that has not met one or more AMAOs for **more than four consecutive years**. The SEA may require such an LEA to develop a budget justification that links Title III Part A expenditures to the curriculum changes the LEA plans to make, to require school administrators to attend professional development on ELLs' needs, and/or to use data to provide targeted interventions and curriculum changes for ELLs that address the factors that prevented the LEA from meeting its AMAOs.*

Title III Improvement Planning

Pennsylvania's Title III Accountability Plan is designed to assist LEAs in meeting compliance requirements of Title III Part A and in engaging in program evaluation and continuous improvement to ensure effective outcomes for ELLs. Subgrantees are required to participate in Title III Improvement Planning when AMAOs have not been met for two or more consecutive years.

Technical Assistance

PDE supports the development and implementation of district or consortium improvement plans through professional learning and technical assistance activities.

During the development of the improvement plan and throughout its implementation, the SEA shall:

- provide technical assistance to the eligible entity;
- provide technical assistance, if applicable, to schools served by such entity under subpart 1 that need assistance to enable the schools to meet the AMAOs;
- develop, in consultation with the eligible entity, professional development strategies and activities, based on scientifically based research, that the agency will use to meet such objectives;
- require each entity to utilize such strategies and activities; and
- develop, in consultation with the entity, a plan to incorporate strategies and methodologies based on scientifically based research to improve the specific program or method of instruction provided to LEP/ELLs.

Pennsylvania AMAO Status Report: School Year 2013-2014

West Shore SD
115219002

School Year 2013-2014 Test Administration Data	This subgrantee met 3 targets out of 3.
	Made AMAOs

AMAO 1 STATUS

Annual increases in the number or percentage of children making progress toward learning English*

Definition of progress: gain of ≥ 0.6 ACCESS for ELLs[®] overall composite proficiency level score from 2012-2013 to 2013-2014.

Number of students eligible for the calculation	Target percentage of students making progress toward learning English	Subgrantee Achievement	State Achievement	Subgrantee Met Target
155	61%	65.8%	61%	MET
				by Status

AMAO 2 STATUS

Annual increases in the number or percentage of children attaining English proficiency*

Definition of attainment: Grades 1-12: ACCESS for ELLs[®] overall composite proficiency level score ≥ 4.5 on a Tier B or Tier C assessment. Kindergarten: K ACCESS for ELLs[®] overall composite proficiency level score ≥ 4.5 accountability level score.

Number of students eligible for the calculation	Target percentage of students attaining English proficiency	Subgrantee Achievement	State Achievement	Subgrantee Met Target
199	26%	42.2%	26%	MET
				by Status

AMAO 3 STATUS

Making annual measurable objectives for limited English proficient children

AMAO 3 calculations are described on page 3 of the explanatory material that accompanies this status report. For subgrantee- or consortium-specific details of the data, calculation, and result for each of the five component parts of AMAO 3, please refer to the Cognos report :

	Subgrantee Met Target
	MET

OVERALL 2013-2014 AMAO STATUS

Subgrantee (a) met all AMAO targets or (b) met AMAO 1 and 2, with AMAO 3 not applicable.	MET
--	-----

* Subgrantee or consortium achieved target (a) by its achievement status alone or (b) by the application of a 95% confidence interval (CI).
N/A Not applicable (applies to AMAO 3 only): means that the district or consortium had fewer than 11 ELLs in the aggregate.

ACCOUNTABILITY STATUS Making AMAO targets in successive years					
School Year	AMAO 1	AMAO 2	AMAO 3	Overall AMAO Status	Subgrantee or Consortium Accountability Status*
2010-2011	MET	MET	MET	MET	Did not meet overall AMAO status for 0 consecutive year(s).
2011-2012	MET	MET	MET	MET	Did not meet overall AMAO status for 0 consecutive year(s).
2012-2013	MET	MET	NOT MET	NOT MET	Did not meet overall AMAO status for 1 consecutive year(s).
2013 – 2014	MET	MET	MET	MET	Did not meet overall AMAO status for 0 consecutive year(s).

* NA indicates Not Applicable