



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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Office of Standards, Assessment and Reporting

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To: District Superintendents
Superintendents of Public and Nonpublic Schools
Principals of Public, Nonpublic, and Charter Schools
Bilingual/ESL Coordinators
Bilingual Education Technical Assistance Centers (BETAC) Directors

From: David Abrams 

Subject: Approved Title III Accountability System

On April 6, 2010, the New York State Education Department received an official notification from Dr. Thelma Meléndez de Santa Ana, Assistant Secretary, Office of Elementary and Secondary Education at the US Department of Education (USED), approving an amendment to New York's Title III Accountability System. Attached please find a copy of the modified Title III Annual Measurable Achievement Objectives (AMAOs) targets officially approved by USED.

Please disseminate this information, as appropriate. Thank you for your continued support and cooperation.

Attachment

New York State Education Department
Office of Standards, Assessment and Reporting
Room 675 EBA
Washington Avenue
Albany, New York

Modified New York State Title III AMAO Targets for 2006-07 to 2016-17

1) AMAO 1

Definition: AMAO 1, making progress, is determined in one of three ways: 1) advancing one overall proficiency level on the NYSESLAT between two test administrations, or 2) making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations, or 3) scoring at or above the Intermediate Level on the NYSESLAT for those students with one data point. All ELLs will be included in the determination of AMAO 1.

The second AMAO 1 criterion, 43 point scale score gain, was determined empirically based on actual total scale score gain between 2006 and 2007 NYSESLAT administrations. A gain of 43 total score points on the NYSESLAT represents the 40th percentile gain by all ELLs between the two years. The new total scale score gain criteria applies only to those students who maintain the same proficiency level between two NYSESLAT administrations. NYSESLAT total scale score is a composite score constructed by a linear combination of the L/S and R/W scale scores (the sum of the L/S scale score and R/W scale scores).

Setting the AMAO 1 Targets: The new AMAO 1 targets were set empirically using the longitudinal data from 2006 and 2007 NYSESLAT operational tests. A method similar to the one prescribed under Title I, which directs states to establish AYP starting targets, was used for Title III accountability calculations. In the Title I method, schools are rank-ordered from low to high according to the percentage of students achieving the AYP growth target. The performance of schools at the 20th percentile of the State's distribution is used as the starting AYP target. Applying the Title I method, all identified ELLs were included in the establishment of the new AMAO 1 targets. First, individual ELL's AMAO 1 status is determined by applying the three AMAO 1 criteria stated above. Second, the individual student AMAO 1 data were aggregated to the LEA level to get the percentage of ELLs making AMAO 1 within each LEA. Third, all LEAs with 30 or more ELL students were rank-ordered from low to high based on the percentage of ELLs achieving AMAO 1.

The starting AMAO 1 target for 2006-07 was set at 58.9 percent, the 25th percentile of the LEA distribution on the AMAO 1 achievement measure. The ending AMAO 1 target for 2017 was set at 69.6 percent, the 65th percentile of LEA distribution on the AMAO 1 achievement measure. The annual growth increments were set at equal intervals between the starting target for 2006-07 and the ending target for 2016-17. Table 1 shows the proposed modified AMAO 1 targets for 2006-07 to 2016-17 school years.

2) AMAO 2

Definition: The high standard for AMAO 2 remains unchanged. ELLs must score at the proficient level (the highest of the four proficiency levels) on both the L/S and R/W modality combinations of the NYSESLAT to be classified as English proficient. All ELLs who are tested on the NYSESLAT each year will be included in the calculation of AMAO 2.

Setting AMAO 2 Targets: The same empirical method used to set the AMAO 1 targets and annual growth increments was used to adjust the current AMAO 2 targets. All ELLs who were tested on the 2007 NYSESLAT were included in the establishment of the new AMAO 2 targets. First, by applying a similar Title I method, AMAO 2 status was determined for each student. Second, the percentage of ELLs making AMAO 2 in each LEA was calculated. Third, LEAs with 30 or more ELLs were rank-ordered from low to high based on the percentage of ELLs making AMAO 2.

The starting AMAO 2 target for 2006-07 was set at 9.9 percent, the 25th percentile of the LEA distribution on the AMAO 2 achievement measure. The ending AMAO 2 target for 2016-17 was set at 16.3 percent, the 65th percentile of LEA distribution on the AMAO 2 achievement measure. The annual growth increments were set at equal intervals between the starting target for 2006-07 and the ending target for 2016-17. The proposed modified AMAO 2 targets for 2006-07 to 2016-17 school years are presented in Table 1.

3) AMAO 3

The district's Title I AYP status in English language arts and mathematics for the ELL subgroup will be used as the Title III AMAO 3 measure. All identified ELLs in the tested grades (Grades 3-8 and high school) are included in the calculation of AYP for the ELL subgroup. Former ELLs in two-year monitoring status are also included in the calculation of AYP. As a result of incorporating Title I accountability rules for LEAs with fewer than 30 students in a particular subgroup into Title III AMAO 3, an LEA with fewer than 30 ELL students in the ELL subgroup will not be considered as an LEA failing to make AYP for that subgroup. Since Title III incorporates Title I AYP determinations into Title III accountability, the Department believes that AYP under both Title I and Title III should be treated consistently. Consequently, those LEAs with fewer than 30 ELL students in the ELL subgroup will be reported as meeting AMAO 3.

1) Determining AMAOs for Consortia

Title III consortia are treated as single entities like any other eligible LEA and are held accountable for meeting all three AMAOs. AMAOs for a consortium are calculated by aggregating all data from its component districts to the consortium level.

Table 1
Modified New York State Title III AMAO Targets

School Year	AMAO 1 Targets	AMAO 2 Targets
2006-07	58.9%	9.9%
2007-08	60.0%	10.5%
2008-09	61.0%	11.1%
2009-10	62.1%	11.8%
2010-11	63.2%	12.4%
2011-12	64.2%	13.1%
2012-13	65.3%	13.7%
2013-14	66.4%	14.3%
2014-15	67.4%	15.0%
2015-16	68.5%	15.6%
2016-17	69.6%	16.3%