

Idaho State Department of Education  
**Title III/Limited English Proficiency (LEP)**

**Accountability Plan**

*Annual Measurable Achievement Objectives (AMAOs) For  
Idaho Local Education Agencies (LEAs)*

**Revised September 2009**



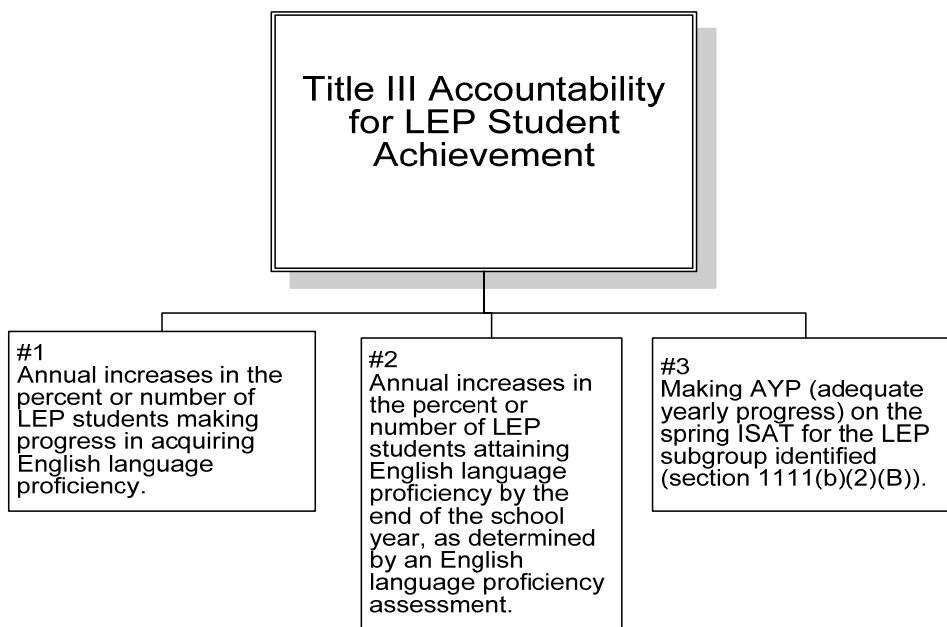
**No Child Left Behind, Title III:  
Language Instruction for Limited English Proficient and Immigrant  
Students**

## Introduction

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, that do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for those students in an LEP program. Part I details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs.

### Part I: NCLB Requirements

All LEAs, Title III and non Title III LEAs alike, serving Limited English Proficient (LEP) students<sup>1</sup> in Idaho are held accountable to demonstrating annual progress and proficiency in English language acquisition (**NCLB, Title III, section 3122(b)**). The AMAO accountability structure set forth in Title III is a 3-tiered structure. The first 2 AMAOs are determined by the Idaho English Language Assessment (IELA) and the 3<sup>rd</sup> AMAO is based on the AYP determinations.



<sup>1</sup> LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test.

**AMAO #1:** Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: **English Language “Progress/Growth”**.

**AMAO #2:** Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: **English Language “Proficiency”**.

**AMAO #3:** LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): **“AYP”**.

If an LEA does not meet any one of the 3 measures in any given year, then the AMAOs are not met for that year.

**Accountability** measures, as set forth in section 3122(b) state that:

A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Department of Education will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

B. If a district LEP program fails to meet these objectives for four (4) consecutive years, the State Department of Education will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and require the district to reorganize and/or replace educational personnel.

C. Parental Notification

In addition to providing the general parental notifications, each district that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

## **Part II: State Defined AMAO Targets and Definitions**

The State Board of Education, Idaho’s SEA, has looked at 3 years of IELA data and consulted with Idaho educators (Attachment B) to determine appropriate AMAOs for LEAs in the state. In February 2009, Idaho adopted the following

definitions and will calculate AMAOs as indicated below. If an LEA does not meet any one of the three AMAO measures, then the LEA will be considered as not meeting the AMAOs for that year.

“N” Count – Idaho has adopted the number of 34 in its accountability workbook, under Title I and will use this same number for Title III accountability. LEAs with less than 34 LEP students tested on the IELA will not be included in the LEP Accountability Plan. However, all LEAs with 34 or more LEP students, whether they receive Title III funds or not, will be held accountable to this LEP Accountability Plan. The only exception to this is for LEAs that receive Title III funds in a Consortia. All members of a consortium will be included in AMAO determinations regardless of the LEP subgroup size.

Title III Consortia Funds - AMAOs will be individually calculated for each LEA that receives Title III funds within a Consortium. These LEAs will be treated as separate entities and will not be combined for accountability purposes.

**1. AMAO #1 - English Language Progress/Growth (“Progress”):** Progress is defined as advancing one level or more of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). The IELA details 5 levels of English proficiency (see Attachment A for English language development level descriptors) and assesses the domains of listening, speaking, reading, writing and comprehension (listening + reading) in grades K-12. The 5 English language development levels as defined for Idaho are:

- (1) Beginning
- (2) Advanced Beginning
- (3) Intermediate
- (4) Early Fluent
- (5) Fluent

Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve progress, as measured on the IELA.

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #1 Growth										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	25%	26.1%	27.2%	28.3%	29.4%	30.5%	31.6%	32.7%	33.8%	34.9%
rounded	25	26	27	28	29	31	32	33	34	35
Point increase	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111

The AMAO **growth** targets are set on a linear growth interval, which increases in equal increments each year for 10 years, from 2009-2018. This research-based model<sup>2</sup> was adopted because it establishes the starting point to be at the corresponding percentage associated with the 25<sup>th</sup> percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75<sup>th</sup> percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who gained one or more proficiency levels from the previous year. It was determined that the rounding of the percentages at the 25<sup>th</sup> and 75<sup>th</sup> percentiles from the 2007-2008 IELA results would form the basis of the targets.

Through application of this method and the decision points from the group of Idaho educators, AMAO 1 will begin for the 2008-2009 school year with a target of 25% of students within an LEA increasing one level of proficiency on the IELA. AMAO 1 will end at the 2017-2018 school year with a target of 35% of students within an LEA increasing one level of proficiency on the IELA. The growth interval with these targets is a 1.111 point increase per year. Only students who have tested for 2 years (e.g. students who have 2 data points) will be included in AMAO 1.

**2. AMAO #2 - English Language Proficiency (“Proficiency”):** A student is defined as “proficient” in English on the IELA if a student tests at the early fluent and above (EF+) level within each sub-domain (listening, speaking, reading, writing and comprehension) assessed on the IELA. An EF+ on each sub-domain could result in a student receiving a total score of either a 4 (Early Fluent) or a 5 (Fluent) on the overall IELA score.

Idaho has determined that on an annually increasing basis, the following percentages of LEP students within an LEA will achieve “proficiency”, as measured on the IELA.

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #2 Proficiency										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	13%	13.7%	14.5%	15.3%	16.1%	16.8%	17.6%	18.4%	19.2%	19.9%
rounded	13	14	15	15	16	17	18	18	19	20
Point increase	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777

<sup>2</sup>Linquanti, R. & George, C. (2007). Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date. In J. Abedi (Ed.), English language proficiency assessment and accountability under NCLB Title III: A national perspective. Davis: University of California.

Cook, H. G., Boals, T., Wilmes, C., & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states (WCER Working Paper No. 2008-2). Madison: University of Wisconsin–Madison, Wisconsin Center for Education Research.

The AMAO **proficiency** targets are also set on a linear growth interval, which increases each year for 10 years, from 2009-2018. Again, this research-based model was adopted because it establishes the starting point to be at the corresponding percentage associated with the 25<sup>th</sup> percentile of LEAs, and the ending point to be at the corresponding percentage associated with the 75<sup>th</sup> percentile of LEAs. The percentiles were derived by ranking districts, from top to bottom, based on the percent of students, across all grades, who achieved proficiency on the IELA. It was determined that the rounding of the percentages at the 25<sup>th</sup> and 75<sup>th</sup> percentiles from the 2007-2008 IELA results would form the basis of the targets.

Through application of this method and the decision points from the group of Idaho educators, AMAO 2 will begin for the 2008-2009 school year with a target of 13% of students within an LEA reaching proficiency on the IELA. AMAO 2 will end at the 2017-2018 school year with a target of 20% of students within an LEA reaching proficiency on the IELA. The growth interval with these targets is a .777 point increase per year. All students tested within a district will be included in AMAO 2.

### **LEP Students Exiting from a Language Development Program**

When a student scores “proficient” on the IELA they will be eligible to begin transition out of a language development program, however scoring proficient alone is not sufficient for exiting out of the program. The criteria for LEAs in Idaho to exit LEP students from a language development program is as follows:

1. Score at the Early Fluent level (EF+) on each sub-domain tested on the IELA (listening, speaking, reading, writing and comprehension);

AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of a 3 in grades K-3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level in grades 3-8 and 10;

OR

3. Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
- Secondary: Core content area GPA (non-modified) of 2.0; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. These are two different measures of achievement and have two different definitions.

**3. AYP:** AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at the LEA level, where the LEA failed to make AYP in any target area because of the LEP subgroup.

### **Part III: LEA sanctions and procedures**

The accountability measures for each LEA are determined by the results of the annual spring IELA and ISAT assessments of LEP students. Sanctions are determined by consecutive years of not meeting the AMAOs set forth above (1. progress, 2. proficiency, and 3. AYP).

Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken or changes that need to be made so that the LEA is able to better serve the LEP population.

Accountability and sanctions are applicable to all districts with LEP students, whether Title III funding is received or not, unless otherwise indicated below. Title III funding is the federal allocation for language acquisition, emergency immigrant, and consortia funding.

#### **Appeals process**

AMAOs will be calculated according to LEP student growth on the IELA and AYP. The appeals process for AYP takes place through the Department of

Education. If an LEA believes that there has been an error in the calculation of AMAOs, then the LEA may contact the State LEP Program, however there will be no formal appeals process. Student scores may not be contested. Testing discrepancies (i.e. a student has taken 2 different grade level tests; a student has taken only a portion of the test) will be taken into consideration by the testing vendor when tests are scored and student reports are generated. The testing vendor may or may not contact the LEA directly to resolve the discrepancy.

AMAO Sanctions					
School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Improvement Year	Baseline Data from spring 2006	LEP Improvement 1	LEP Improvement 2	LEP Improvement 3	LEP Improvement 4
LEA Responsibility		Alert Status  Parental Notification	1. Develop/augment Improvement Plan specific to LEP  2. Implement Improvement Plan  Parental Notification	1. Continue School Improvement Plan  2. Review Plan and outcomes for adequacy  Parental Notification	Corrective Action Plan  * Title III LEAs could lose funding  Parental Notification
SEA Responsibility		Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance

**A. If a district LEP program fails to make progress toward meeting these objectives for two (2) consecutive years**, the State LEP Program will work with the district to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

**Baseline:** The spring 2006 IELA assessment will give Idaho the baseline data to begin looking at LEP student growth.

**LEP Improvement YEAR 1:** Data from the spring 2007 IELA will provide information regarding what LEAs will be in LEP Improvement Year 1.

- Once notified, LEAs will be on alert status for this year.



- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs.

**LEP Improvement YEAR 2:** Data from spring 2008 will provide information regarding what LEAs will be in LEP Improvement Year 2.

- LEAs must submit an LEP Program Improvement Plan, which is based on the Idaho LEP Program Enhancement Grant Application.
- The State LEP program will review all LEP Program Improvement Plans and give feedback to each district.
- The LEAs will have until December 31 of each year that the LEA is in needs improvement to complete their improvement plan. The LEAs will have until May 31 of each year to demonstrate in writing the implementation of the plan within the LEA.
- Those LEAs that meet AMAOs in Year 2 will not be required to submit improvement plans.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs and must detail the process that the LEA is going through to remedy the situation.

**LEP Improvement YEAR 3:** Data from spring 2009 will provide information regarding what LEAs will be in LEP Improvement Year 3.

- The LEAs that are in LEP Improvement Year 3 must continue to implement their LEA improvement plan. The LEA must review the plan for outcomes and adequacy by December 31. The LEAs will have until May 31 to demonstrate in writing the changes made to the implementation of the school improvement plan within the LEA.
- Those LEAs that did not meet AMAOs in Year 2 but did meet AMAOs in Year 3 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
- The State LEP program will continue to provide technical assistance first to the LEAs that have not previously developed an improvement plan, and then to those LEAs that already have an improvement plan on file.
- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

**B. If a district LEP program fails to meet these objectives for four (4) consecutive years**, the State LEP Program will either require the district to modify the curriculum and LEP program, or will determine if funding should continue and/or require the district to reorganize and/or replace educational personnel.

**LEP Improvement YEAR 4:** Data from spring 2010 will provide information regarding what LEAs will be in LEP Improvement Year 4.

#### **Title III LEAs**

- ⇒ LEAs that receive Title III funds must submit a new corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, administrators, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
- ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- ⇒ The State LEP program will make the determination whether Title III funding will be continued and/or require that staff be terminated.

#### **Non Title III LEAs**

- ⇒ LEAs that do not receive Title III funds must also submit a corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, administrators, parents and community members is required. Further guidance from the State LEP program will detail what the corrective action plan must include.
  - ⇒ LEAs must submit their corrective action plan by May 31 and written documentation of implementation of the corrective action by December 31 of the following school year.
- Those LEAs that did not meet AMAOs in Year 3 but did meet AMAOs In Year 4 will continue to be required to submit documentation of implementation of their improvement plans by May 31 of that year.
  - The State LEP program will continue to provide technical assistance to all LEAs in LEP Improvement Year 4.

- LEAs must send parental notification home to parents of LEP students indicating that the LEA did not meet AMAOs detailing the process that the LEA is going through to remedy the situation.

#### **LEP Improvement Year 4+**

If an LEA continues to miss the AMAO targets after 4 consecutive years, the LEA must continue to implement its corrective action plan and provide documentation of implementation by December 31 and May 31. In addition, the State LEP Program will continue to work with the LEA to determine the best course of action.

#### **C. Parental Notification**

In addition to providing the general parental notifications, each LEA that has failed to make progress on the annual measurable achievement objectives for any fiscal year, shall separately inform a parent or the parents of a child identified for participation or participating in such program of such failure within 30 days. All notifications sent home to parents, must be translated into the home language, to the extent practicable. In addition, a parent has the right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

**Attachment A:  
Idaho English Language Development Level Descriptors**

**Level 1 - Beginning**

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

**Level 2 - Advanced Beginning**

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

**Level 3 - Intermediate**

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

**Level 4 - Early Fluent**

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They

can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

### **Level 5 - Fluent**

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

**Beginning** was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

**Advanced Beginning** was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

**Intermediate** tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

**Early Fluent** and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

**Attachment B:  
List of Idaho Educators for 2009 Accountability Plan Revision**

Angela	Armstrong	Boundary #101	Principal - LEP/Migrant Director
Ellen	Batt	College of Idaho	Professor of Education and Modern Foreign Languages
Cindy	Bechinski	Moscow #281	Curriculum Director
Fernanda	Brendefur	State Department of Education	Title III/LEP Coordinator
H. Gary	Cook	University of Wisconsin	Consultant
Molly Jo	de Fuentealba	Boise #1	Federal Programs Consultant
Jesús	de León	Caldwell #132	Project Director - Federal Programs
Tristan	Galenski	Blaine #61	Middle School LEP Program Director
John	Graham	Filer #413	Superintendent
Margo	Healy	State Board of Education	ISAT and Accountability Director
Eric	Jensen	Jefferson #251	District LEP/Migrant Director and Elementary Principal
Aaron	Mitchell	Middleton #134	Director of Federal Programs
Diane	Olivia	Meridian #2	Title III/LEP Coordinator
Wayne	Rush	Glenns Ferry #	Superintendent
Sheri	Schmidt	Shelly #60	Federal Programs Director
Jim	Shank	Idaho Falls #91	Director of Federal Programs and Assessments
Galen	Shaver	McCall-Donnelly	Special Programs Director
D.	Simmons	Madison #321	Federal Programs Director
Doris	Sommer	Twin Falls #411	ESL Coordinator
Wendy	St. Michell	State Board of Education	IELA Manager
Elaine	Tobias	Pocatello #25	Title I Director
Neil	Williams	Fremont #215	Principal - LEP Director

