

## **Revisions to Ohio's Title III Accountability Plan**

### **Questions and Answers**

#### **What do LEP and ELL mean?**

LEP means Limited English Proficient and ELL means English Language Learner. Both terms are used to describe students in Limited English Proficient (LEP) programs.

#### **What is the OTELA?**

OTELA is the acronym for the Ohio Test of English Language Acquisition. OTELA is the assessment used to annually evaluate the English language proficiency of K-12 students in LEP programs. The OTELA assesses four language domains: Reading, Writing, Speaking and Listening. It provides a production score (combination of writing and speaking), a comprehension score (combination of reading and listening), and a composite score (derived from production and comprehension).

#### **What are AMAOs and why are they important?**

Annual Measurable Achievement Objectives (AMAOs) are performance targets for school districts and community schools serving LEP/ELL students. There are three performance targets and they focus on the following:

- AMAO #1 - Number and percentage of LEP/ELL students who make annual progress in learning English based on their performance on the OTELA.
- AMAO #2 - Number and percentage of LEP/ELL students who attain English language proficiency annually based on their performance on the OTELA.
- AMAO #3 - Number and percentage of LEP/ELL students who meet Ohio's Annual Yearly Progress (AYP) targets.

AMAOs are important because they monitor the progress and attainment of English language proficiency. In addition, Ohio is required under No Child Left Behind (NCLB) to annually report how well school districts and community schools funded under Title III of NCLB meet the AMAO targets.

## **Why did ODE decide to revise its AMAOs?**

On October 17, 2008, the U. S. Department of Education (USDE) published the Notice of Final Interpretations (NOI) regarding Title III Assessments and Accountability Provisions. The ODE reviewed Ohio's current Title III Accountability Plan to assure concurrence with the NOI. In addition, ODE conducted analyses of longitudinal data regarding LEP/ELL student performance on the OTELA and on Ohio's Achievement Assessments (OAA) and on Ohio Graduation tests (OGT) to ensure the continued use of appropriate and reasonable criteria to indicate progress and attainment of English proficiency as well as readiness to exit the LEP/ELL program.

## **What are the revisions to AMAOs?**

### **AMAO #1**

- Progress is made by advancing at least one performance level in either production or comprehension on the OTELA from one year to the next; or by obtaining a composite score of four or higher on the OTELA after obtaining a composite score of four in the previous year.
- There is one progress target for all students, and it increases from one year to the next.

### **AMAO #2**

- The student obtains a composite score of four or higher on the OTELA and the definition of attainment of English proficiency is no longer the same as the definition for exiting the LEP programs.
- There is one attainment target for all students, and it increases from one year to the next.

### **AMAO #3**

- No changes were made to this AMAO, as Ohio's current AMAO #3 complies with the USDE NOI.

## **Do AMAOs affect all districts and community schools?**

No. AMAO accountability applies only to Ohio school districts and community schools receiving federal Title III funds under NCLB.

### **When will the revised AMAOs be effective?**

The revised AMAOs are effective for the current 2009-2010 school year.

### **Why did ODE change the LEP program exit criteria?**

An analysis of longitudinal data on student performance showed that there is a close correlation between students' performance on the OTELA and the OAA and the OGT. The data show that students who attain a composite score of four on the OTELA in two annual administrations will likely score at the "proficient" or above level on the language arts portion of the OAA and OGT. Additionally, The data show that a single score of five on the OTELA is adequately predictive of the ability needed by the students to succeed beyond participation in the LEP/ELL program.

### **What is the rationale for not exiting students in grades K-2?**

Given the increasing level of English proficiency required for academic purposes beginning with grade 3, there is agreement among Ohio's education community that high stakes decisions about exiting students from the language support program should not be made based on students' performance during their K-2 school experience. However, the inventory type of English language proficiency assessment used by Ohio and other states is appropriate to measure K-2 students' progress in grade-level English language proficiency and to help inform instruction.

### **Must all school districts and community schools use Ohio's exit criteria for their LEP/ELL students?**

Yes. All school districts and community schools, whether funded under NCLB Title III or not, must use Ohio's criteria for exiting students from their LEP/ELL programs.

### **How will the revised AMAOs and exit criteria affect the OTELA administration?**

The revised changes in AMAO and exit criteria will not affect the administration of OTELA to ELL/LEP students.

### **Will the revised AMAOs and exit criteria affect EMIS reporting?**

The revised AMAOs will not affect EMIS reporting. However, guidelines for reporting students who exit the LEP program will be provided at a later date.

### **Are districts required to do all the AMAO calculations?**

No. ODE will calculate the AMAO performance for each school district and community school funded under Title III of NCLB. Calculations will be based on student data submitted by school districts and community schools via EMIS.

### **Will students whose parents refuse to allow them to take the OTELA be included in AMAO calculations?**

Yes. As required under NCLB, all ELL/LEP students in public school districts and community schools are required to participate in the annual OTELA administration. So, if a parent of an LEP/ELL student refuses to have their child take the OTELA it will count against the district. For this reason, parents of LEP/ELL students should be informed of the importance of the OTELA as a measure of student progress in attaining English, and as an accountability measure for school districts and community schools.

### **How many years should an LEP/ELL student be in Proficient Trial Mainstream (PTM)?**

LEP/ELL students who obtain a composite score of four for the first time on the OTELA must complete a minimum of one year in the proficient trial mainstream status. They remain in proficient trial mainstream until they obtain a second composite score of four or a composite score of five on the OTELA.

### **Are PTM students still LEP/ELL, and should they be provided English language support services?**

Yes, PTM students are still LEP/ELL students. They should be provided English language support services on an “as-needed” basis.

### **Are LEP students with Individualized Education Plans (IEPs) included in AMAO #1 and AMAO #2 Calculations?**

Yes. According to No Child Left Behind requirements, all ELL/LEP students, including those with a 504 plan or on an IEP are required to participate in the annual OTELA administration. All LEP/ELL students in NCLB Title III-funded school

districts and community schools are included in the calculation of AMAO #1 and AMAO #2.

**Should LEP/ELL students be monitored after they are exited from the LEP program?**

Yes. School districts and community schools should monitor the academic performance of students who have been exited from the LEP/ELL program and provide appropriate academic interventions if needed. ODE is required to report the performance results of former LEP/ELL students on State academic assessments for the first two years after they exit the program.

**Who do I contact if I have additional questions about the revised AMAOs?**

For additional information please contact the Lau Resource Center of the Ohio Department of Education by calling 614-466-4109 or emailing [Lau@ode.state.oh.us](mailto:Lau@ode.state.oh.us)