

AMAO #1
Limited English Proficient (LEP) students make progress in achieving English language proficiency.

	Previous	Revised – Effective 2009-2010																																						
Definition of Progress	Advance to the next composite score on the OTELA (Ohio Test of English Language Acquisition) test from one year to the next.	Advance at least one performance level in either production (combination of speaking and writing) or comprehension (combination of listening and reading) on the OTELA from one year to the next; or Obtain a composite score of four or higher on the OTELA after obtaining a composite score of four in the previous year.																																						
Progress Targets	<p>The percentage of students within levels one through four expected to make progress on the OTELA each year. The progress targets differ by proficiency level, but remain the same from one year to the next. Students at level five are not included in the calculation of AMAO #1 because they have already achieved the highest proficiency level.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">AMAO #1 Target</th> </tr> <tr> <th style="text-align: center;">Composite Score on OTELA</th> <th style="text-align: center;">Proficiency levels</th> <th style="text-align: center;">Percentage of students expected to make progress every year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Pre-Functional</td> <td style="text-align: center;">65.0%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Beginning</td> <td style="text-align: center;">55.0%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Intermediate</td> <td style="text-align: center;">50.0%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Advanced</td> <td style="text-align: center;">45.0%</td> </tr> </tbody> </table>	AMAO #1 Target			Composite Score on OTELA	Proficiency levels	Percentage of students expected to make progress every year	1	Pre-Functional	65.0%	2	Beginning	55.0%	3	Intermediate	50.0%	4	Advanced	45.0%	<p>The percentage of all students expected to make progress on the OTELA each year. There is one progress target for all students, and the progress target increases from one year to the next.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">AMAO #1 Target</th> </tr> <tr> <th colspan="5" style="text-align: center;">Percentage of students expected to make progress from year to year</th> </tr> <tr> <th style="text-align: center;">2009-10</th> <th style="text-align: center;">2010-11</th> <th style="text-align: center;">2011-12</th> <th style="text-align: center;">2012-13</th> <th style="text-align: center;">2013-14</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">75%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">87%</td> </tr> </tbody> </table> <p><u>Transition Year 2009-2010:</u> LEP students who have achieved attainment (composite score five on the OTELA in 2009) and are in the trial mainstream year will make progress if they score a composite level of four or five on the OTELA in 2010.</p>	AMAO #1 Target					Percentage of students expected to make progress from year to year					2009-10	2010-11	2011-12	2012-13	2013-14	75%	78%	81%	84%	87%
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Reasons for Change

Definition of Progress

An analysis of longitudinal data on student performance on the OTELA shows that students can demonstrate progress in attaining English proficiency even though they do not move up a complete composite level. For example, a student with a composite score of three could move up a performance level in either comprehension or production in a subsequent year but still remain with a composite score of three.

Progress Targets

The U.S. Department of Education (USDOE) Notice of Final Interpretations regarding Title III Assessments and Accountability Provisions, published Oct. 17, 2008, requires one progress target for all LEP students and that the progress target increase over time. Ohio’s revised progress targets were determined based on the analysis of longitudinal student performance data.

AMAO #2																	
Limited English Proficient (LEP) students <u>attain</u> English Language proficiency.																	
	Previous	Revised – Effective 2009-2010															
Definition of Attainment	<ol style="list-style-type: none"> 1. The student has attained a composite score of five on Ohio's approved English language proficiency test (Ohio Test of English Language Acquisition – OTELA); 2. The student has subsequently successfully completed at least a one-year trial mainstream period in classrooms where English is the language of instruction; and 3. The student during the trial mainstream period has either attained a composite score of five on the OTELA or attained a minimum composite score of four on the annual administration of Ohio's approved English language proficiency test and earned a score at or above the proficient level in the most recent administration of Ohio’s state assessments in reading and writing. 	<p>The student has attained a composite score of four or higher on the OTELA.</p> <p>Note: The definition of attainment of English proficiency is no longer the same as the definition for exiting the LEP program.</p>															
Attainment Targets	<p>Percentage of students expected to attain English proficiency each year. Only LEP students in the trial mainstream period are included in the calculation. The target remained the same every year.</p> <p>AMAO #2 Target: 80 percent of LEP students in the trial mainstream period are expected to attain English proficiency. Students who meet the definition of attainment also meet the criteria for exiting the LEP program.</p>	<p>Percentage of all students expected to attain English proficiency each year. All LEP students are included in the calculation. Targets increase from one year to the next.</p> <p style="text-align: center;">AMAO #2 Target</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">Percentage of students expected to attain English proficiency from year to year</th> </tr> <tr> <th style="text-align: center;">2009-10</th> <th style="text-align: center;">2010-11</th> <th style="text-align: center;">2011-12</th> <th style="text-align: center;">2012-13</th> <th style="text-align: center;">2013-14</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">26%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table>	Percentage of students expected to attain English proficiency from year to year					2009-10	2010-11	2011-12	2012-13	2013-14	26%	27%	28%	29%	30%
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Reasons for Change

Definition of Attainment: A review of longitudinal student performance data shows that there is a close correlation between students’ performance on the OTELA and the Ohio Achievement Assessment (OAA) and the Ohio Graduation Test (OGT) in Reading and Writing. Students who attain a composite score of four or five on the OTELA will likely score at the “proficient” or above level on the language arts portion of the OAA and OGT.

Attainment Targets: The USDOE Notice of Final Interpretations published Oct. 17, 2008, requires one attainment target for all LEP students and that the attainment target increase over time. Ohio’s revised attainment targets were determined based on the analysis of longitudinal student performance data.

<p align="center">AMAO #3 Limited English Proficient (LEP) students <u>meet</u> the state’s Adequate Yearly Progress (AYP) targets in reading and mathematics.</p>		
	Current	Revised – Effective 2009-2010
Definition of “Meets AYP Targets”	A district’s subgroup of LEP students meets the state’s participation and achievement targets in the state’s annual reading and mathematics assessments. This objective pertains to districts that have sufficient numbers of LEP students to be counted as a subgroup for AYP purposes.	No revision was made to the current AMAO #3 criteria
<p align="center">Reason for not changing AMAO #3</p> <p>Ohio’s current AMAO #3 complies with the USDOE Notice of Final Interpretations regarding Title III Assessments and Accountability Provisions, published Oct. 17, 2008.</p>		

Criteria for Exiting an LEP Program

	Previous	Revised – Effective 2009-2010
Exit criteria	<p>To exit the LEP program, a student must meet the following criteria:</p> <ol style="list-style-type: none"> 1. The student has attained a composite score at the proficient level on Ohio's approved English language proficiency test (Ohio Test of English Language Acquisition – OTELA); 2. The student has subsequently successfully completed at least a one-year trial mainstream period in classrooms where English is the language of instruction; and 3. The student during the trial mainstream period has either attained a composite score of 'five' on the OTELA or attained a minimum composite score of 'four' on the annual administration of Ohio's approved English language proficiency test and earned a score at or above the proficient level in the most recent administration of Ohio's state assessments in reading and writing. 	<p>To exit the LEP program, a student must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Obtain a composite score of five on the OTELA (Ohio Test of English Language Acquisition); <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Obtain a composite score of four on the OTELA, subsequently complete a trial period of mainstream instruction, and obtain a composite score of four or above on the OTELA during the trial period of mainstream instruction. <p><u>Special Conditions</u></p> <ul style="list-style-type: none"> • Students will not be exited from the LEP program before grade 3. • Students who obtain a composite score of four or five on the OTELA in grade 2 and obtain a composite score of four or above on the OTELA during the completion of a trial period of mainstream instruction in grade 3 shall be exited from the program. • <u>Transition Year</u> - LEP students who obtain a composite score of four or five on the OTELA in 2008-2009 will be exited from the program if they obtain a composite score of four or five on the OTELA in 2009-2010.

Reasons for Change

An analysis of longitudinal data on student performance shows the following:

- 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 program; and
- There is a close correlation between students’ performance on the OTELA and the OAA and the OGT. Students who attain a composite score four or five on the OTELA will likely score at the “proficient” or above level on the language arts portion of the OAA and OGT.

Rationale for not exiting students in grades K-2:

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. However, 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.