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| Subgrantee AMAO Report  2013-2014  State of Rhode Island | *CENTRAL FALLS* |

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| **INTRODUCTION** |

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

The federal No Child Left Behind Act (NCLB) specifies that school districts using Title III federal funds to provide supplemental educational services to ELLs must meet three Annual Measureable Achievement Objectives (AMAOs) defined by Title III as:

1. *annual increases in the number or percentage of children making progress in learning English;*
2. *annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and*
3. *making adequate yearly progress for limited English proficient children*

Title III accountability is comparable in some ways to the NCLB accountability requirements for schools and school districts receiving federal Title I funds (compensatory education programs targeted to low-income areas). In contrast to Title I, though, NCLB/Title III is an accountability reporting system for school *districts* but not for individual schools within school districts. The Title I accountability system assesses the academic achievement of all students in grades 3-8 plus grade 11, while the Title III accountability system assesses the English language proficiency of all ELL students in grades K-12 as well as the academic achievement of ELLs in grades 3-8 plus 11. The accountability system defined by NCLB/Title I is used statewide at all schools whether or not Title I funds are received; however, Rhode Island applies Title III accountability targets only to Title III subgrantees (either individual LEAs or Title III consortia).

As a member of the World Class Instructional Design and Assessment (WIDA) Consortium, Rhode Island utilizes the ACCESS for ELLs® to annually measure the English language proficiency (ELP) of ELLs across the state. The ACCESS for ELLs® is aligned to the WIDA Summative English Language Proficiency Standards and has been accepted by the United States 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 NECAP Language Arts and Mathematics assessments for the ELL subgroup are used to calculate AMAO 3.

Rhode Island requires that the ELP of all ELLs be measured with the ACCESS for ELLs® regardless of their participation in a Title III funded program. However, only districts or consortia that accept Title III funding are held accountable under the provisions set forth in Title III.

If you have questions regarding this report, please contact:

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| **AMAO CALCULATION PROCESS** |

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

AMAO 1 Definition of progress:

Growth is defined as a gain of ≥ 0.5 overall composite score on the ACCESS for ELLs®

AMAO 1 target:

40% of ELLs making progress as defined above

Eligible students for calculating AMAO 1:

All ELLs in the subgrantee with valid ACCESS scores for both 2013 and 2014 are used in the calculation of AMAO 1

AMAO 1 calculation formula:

Subgrantee AMAO 1 Achievement Level

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Number of ELLs making progress as defined above

All eligible ELLs in a district or consortium

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

Definition of attainment:

ACCESS for ELLs® composite score ≥ 4.5. Scores from both Tier B and Tier C are acceptable.

AMAO 2 target:

23% of ELLs attaining English proficiency as defined above

Eligible students for calculating AMAO 2:

All ELLs in the subgrantee with valid ACCESS scores for 2014 are used in the calculation of AMAO 2

AMAO 2 calculation:

Subgrantee AMAO 2 Achievement Level

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All ELLs with an ACCESS for ELLs® composite score ≥ 4.5

All eligible ELLs in a district or consortium

**AMAO 3: Adequate yearly progress for LEP children.**

The method for calculating and provisions for achieving AMAO 3 for Title III district and consortia are consistent with that used under Title I and outlined in the Rhode Island Accountability Workbook. This calculation also included the scores of ELLs in Monitor Year 1 and 2 statuses as permitted by the U.S. Department of Education and outlined in the Rhode Island Accountability Workbook.

**Accountability cohorts**

Rhode Island does not implement any accountability cohorts (including those based on the number of years that ELLs have been enrolled in a program of English language instruction) for AMAOs 1 and 2. Rhode Island does, however, implement grade-span cohorts consistent with Title I for AMAO 3.

**Minimum group size**

Rhode Island does not apply a minimum group size to AMAO 1 and 2 determinations. The minimum group size for AMAO 3 is 20.

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| **Application of accountability provisions** |

Rhode Island holds all eligible entities accountable for achievement of AMAOs in accordance with section 3122(b) of Title III Part A. LEAs that do not meet the minimum subgrant threshold and enter into a consortium to receive funds under Title III will not be held individually accountable. The consortium is held accountable as a single entity and the consortium lead will be held responsible for all accountability provisions under section 3122(b). AMAOs will be calculated and reported to individual LEA consortium members when possible (i.e. when there are sufficient numbers of ELL students), but only for the purpose of aiding improvement efforts and not for the purpose of holding the consortium members individually accountable.

**District Title III Classification System**

Title III subgrantees must meet all three AMAO targets to “meet” AMAOs. For accountability purposes outlined by section 3122(b) of Title III Part A, subgrantees shall be classified according to the following table:

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| **The subgrantee…** | **Classification** |
| met all AMAOs | Unclassified |
| did not meet AMAOs for one year | Title III Watch |
| did not meet AMAOs for two consecutive years | Title III Improvement I |
| did not meet AMAOs for three consecutive years | Title III Improvement I |
| did not meet AMAOs for four consecutive years | Title III Improvement II |

Subgrantee and state responsibilities and requirements relating to failure to meet AMAOs are described in Section 3122(b) of Title III Part A.

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| |  | | --- | | **Title III Subgrantees (2013-2014)** | |

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| **Individual LEA Subgrantees** | **Consortia** |
| Bristol Warren  Blackstone Valley Mayoral Academy  Central Falls  Cranston  Cumberland  East Providence  Johnston  Highlander Charter School  International Charter School  The Learning Community Charter School  Middletown  Newport  North Kingstown  North Providence  Pawtucket  Providence  Warwick  West Warwick  Westerly  Woonsocket |  |
| **Northern Consortium** |
| **Lincoln (fiscal agent)** |
| Burrillville |
| North Smithfield |
| Smithfield |
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| **South County Consortium** |
| **Chariho (fiscal agent)** |
| Coventry  East Greenwich |
| Exeter-West Greenwich |
| Narragansett |
| New Shoreham  South Kingstown |
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**Rhode Island AMAO Accountability Report**

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| **District/Consortium Status Report** |

Rhode Island Department of Education

Annual Measurable Achievement Objective Status Report for 2013-2014

Based on school year 2012-2013 and 2013-2014 data

***CENTRAL FALLS***

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| **2013-2014 AMAO Status** | **This district/consortium met 2 of 3 objectives** |
| **Did Not Achieve AMAOs** |
| **Classification: *Title III Improvement II*** |

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| **AMAO 1**  **Annual increases in the number or percentage of students making progress toward learning English** | | | | |
| *Definition of progress:*  Gain of ≥ 0.5 overall composite score on the ACCESS for ELLs® from 2012-2013 1o 2013-2014 | | | | |
| Target percentage of student making progress | Number  Eligible | District  Achievement | State  Achievement | District  Met Objective |
| 40% | **487** | **60%** | **60%** | ***YES*** |

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| **AMAO 2**  **Annual increases in the number or percentage of students attaining English proficiency** | | | | |
| *Definition of attainment:*  ACCESS for ELLs® composite score ≥ 4.5 on a Tier B or Tier C assessment from 2014 | | | | |
| Target percentage of students attaining English proficiency | Number  Eligible | District  Achievement | State  Achievement | District  Met Objective |
| 23% | **694** | **24%** | ***26%*** | **YES** |

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| **AMAO 3**  **Making adequate yearly progress for limited English proficient students\***  ***NOTE: Percentages are used for targets and achievement rather than the index proficiency.*** | | | | |
| **READING** | **Grade Cluster** | State  Achievement | District  Achievement | District  Met Objective |
| ***3-5*** | 36.08 | 25.79 | YES |
| ***6-8*** | 30.06 | 10.00 | YES |
| ***9-12*** | 31.25 | 19.57 | YES |
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| **MATH** | **Grade**  **Cluster** | State  Achievement | District  Achievement | District  Met Objective |
| ***3-5*** | 26.35 | 20.75 | NO |
| ***6-8*** | 21.52 | 2.86 | NO |
| ***9-12*** | 9.45 | 4.35 | NO |
| ***Overall AMAO 3 Status*** | **NO** |

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| \* AMAO 3 determinations are based on results from the 2013 NECAP Reading and Mathematics assessments  -- Fewer than minimum n-count of 20 students for AMAO 3 |