
Arizona's School Accountability System *Technical Manual*

Volume III: Title III Accountability

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Introduction

State and federal laws mandate that local educational agencies equip students who have limited English proficiency with the English language skills necessary to succeed in all academic content areas. In efforts to comply with both state and federal law, the Arizona State Department of Education (ADE) has developed a mechanism to identify, assess, and reclassify English Language Learners (ELLs). Prior to the 2004-2005 academic year, the ADE used four instruments: Idea Proficiency Test (IPT), Language Assessment Scales (LAS), Woodcock Munoz Language Scales (WMLS), and Woodcock Language Proficiency Battery-Revised (WLPB-R) - to complete this process. However, for the 2004-2005 school year, the state of Arizona began using a single assessment--the Stanford English Language Proficiency (SELP) Test -- to gauge language proficiency. These instruments are used to assess student abilities in listening, speaking, reading, writing, and comprehension.

Under Title III, Part A of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 (NCLB), State and Local Education Agencies are to ensure that students who have limited English skills become proficient in the English language. In addition, this legislation also requires that LEAs and SEAs ensure that English language learners (ELLs) develop academic competence in English and meet the same challenging state academic achievement standards as all other students. Title III requires states to establish an accountability system to evaluate the performance of school districts, including charter districts, which receive funds under this program. Specifically, states are required to:

1. Establish performance standards in English language proficiency in the domains of listening, speaking, reading, and writing.
2. Develop and administer English language proficiency tests to measure whether students meet these standards.
3. Create a statewide accountability system to evaluate school progress in achieving annual increases in the number of students attaining English proficiency and increases in the number of students making progress in learning English.

The accountability components of both Title I and Title III are linked. The two entitlements hold LEAs and SEAs responsible for gains in student achievement and language acquisition among the limited English proficient population. As a part of meeting the annual measurable achievement objectives (AMAOs) under Title

III, education entities must demonstrate that their LEP population has met state achievement objectives (proficiency in reading/language arts and mathematics) under Title I. Like the Title I accountability system, Title III offers a single year snapshot of student performance; but unlike Title I, Title III also examines student data over time to determine if students are making progress. The Title III accountability system measures the number of students who become proficient in a given year, as well as, how much progress students make towards learning the English language over time.

The system created to comply with NCLB provides a single-year snapshot of school performance as measured by the number of students reclassified and a student growth analysis which examines the progress students make over time. Table 1.1 provides a brief comparison of the two accountability systems.

Table 1.1 Comparison of Arizona’s Accountability Systems

Title I Accountability	Title III Accountability
Required by federal law	Required by federal law
One-year snapshot of student performance	One-year snapshot of student performance and analysis of student growth
Components of evaluation <ul style="list-style-type: none"> • AIMS scores • Percent students assessed • Attendance/Graduation rates 	Components of evaluation <ul style="list-style-type: none"> • Percent of students reclassified • Percent of students making English Language Proficiency Progress • Title I AYP for ELL subgroup
Labels schools on a yes/no system	Labels schools on a yes/no system

Overview of the Title III NCLB Evaluation System

This section provides an overview of the determination of meeting AMAOs under Title III. More detailed discussions of the methodology used to determine AMAOs, including descriptions of equations, algorithms, and data used are given in subsequent chapters.

The No Child Left Behind Act of 2001 requires that the state, as well as every public school district in a state, be evaluated on three measures:

1. Progress toward meeting the goal of 10 percent increase in the number of students who are reclassified as English proficient;
2. Progress toward meeting the goal of 10 percent increase in the number of students making progress towards English language proficiency; and
3. The third performance objective is whether or not the ELL subgroup in a district has made adequate yearly progress under Title I. NCLB requires that every student in Arizona meet state standards in reading/language arts and mathematics—that is, pass AIMS—by the year 2013-2014.

If an entity—district or state—passes on all three measures, then it is deemed to have met their annual measurable achievement objectives (AMAOs) under Title III. Under NCLB, all districts that receive Title III funds will receive a Title III AMAO determination.

Proficiency Standards

NCLB requires that every student in Arizona meet state standards in reading/language arts and mathematics—that is, pass AIMS—by the year 2013-2014. In addition to meeting the academic achievement objectives detailed in Title I of this legislation, English language learners in Arizona’s public schools also have to obtain proficiency in the English language in order to satisfy the accountability requirements specified in Title III of the No Child Left Behind Act of 2001. To further this goal, the state must set annual measurable achievement objectives (AMAOs) for each grade and subgroup evaluated (ELL, Reclassified, AYP ELL Subgroup). The annual measurable achievement objectives describe the yearly growth in the fraction of students making progress towards English proficiency, obtaining English proficiency, and meeting/exceeding the AIMS objectives in order for Arizona to reach the 100 percent requirement by 2013-2014.

**Setting of Baselines,
Annual Measurable
Objectives, and
Intermediate Goals**

The Arizona Department of Education established the starting points to measure the Title III AMAOs defined by the No Child Left Behind Act. Each of the language assessments has a varying range of levels to describe language proficiency among students identified as English Language Learners (ELLs). In order to define a uniform way of identifying three proficiency levels, the state of Arizona uses the comparison of the proficiency indices between the WMLS, IPT, and the LAS provided by the authors of the Woodcock Munoz Language Survey-Normative Update (2001). Arizona’s Office of English Acquisition Services conducted a content analysis of the proficiency levels obtained on the Woodcock Language Proficiency Battery-Revised to determine its comparability to the proficiency levels on the other assessments (Table 2.1).

Students must obtain a proficiency index of non-English or limited English on one of the four Language Assessments to qualify for participation in the ELL programs. Level 1 denotes students who have minimal English language abilities and Level 2 indicates a student has limited English language abilities. In order for an English Language Learner to reach a “Fluent English Proficient” (FEP) status, the student has to achieve fluency on one of the specified language assessments.

Table 2.1

ELL Classification Levels for Each
Proficiency Assessment

Proficiency Level	LAS	IPT	WMLS	WLPB-R
1	Non-English	Non-English	Negligible	Negligible
2	Limited	Limited	Very Limited Limited	Very Limited Limited
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced

The baseline data used for this calculation of the making progress objective include language proficiency results from the academic years 2002-2003 and 2003-2004 on one of the four language assessments (LAS, IPT, WMLS, WLPB-R). Scores used for measuring student's progress are extracted from the Title III ELL Data Collection System. Making progress is defined by students making positive growth from one level to the next (e.g., scoring in non-English range in year 1 and then scoring in the limited English range in year 2). Ten percent of the students who took the same test in both 2003 and 2004 must have made progress in order for a district to have met this objective

In order to determine the baseline for students identified as English proficient after participating in an ELL program, the ADE obtained data from the Student Accountability Information System (SAIS) regarding the number of students who were reclassified. The number of students reclassified during the 2003-2004 academic year will serve as the starting point from which the department will gauge a LEAs process in meeting the annual measurable achievement objective.

The starting point for the making progress and reclassified objective is 10%. In order to make the objective last year, 10% of the districts ELL population had to move up one level of proficiency from 2003 to 2004. In addition, in order to make the reclassified objective, a district had to increase the numbers of

**Setting of Baselines,
Annual Measurable
Objectives, and
Intermediate Goals**

students reclassified from 2003 to 2004. The target for meeting both objectives has increased by 10% $([.1*.1] +.1)$. This year, the districts have to reclassify 11% of the students to make this objective. Furthermore, 11% of the ELL students must move one level from 04 to 05 in order to meet the making progress objective.

Academic Year	Target
2003-2004	10%
2004-2005	11%
2005-2006	12%
2006-2007	13%
2007-2008	14%
2008-2009	15%
2009-2010	16%
2010-2011	17%

In order to determine baseline data for the ELL subgroup, the Arizona Department of Education established the starting points, annual measurable objectives, and intermediate goals in the manner specified by the No Child Left Behind Act for making Title I adequate yearly progress. To determine the baselines for each subject/grade combination, all schools in Arizona were ranked in descending order according to the percentage of students passing AIMS (Arizona Instrument to Measure Standards) for that subject and grade.

Then, cumulative enrollment was calculated adding upward from the bottom of the list of schools. The baseline was then set to be equal to the fraction of students passing AIMS for that grade and subject in the school where the cumulative enrollment was equal to 20 percent of state enrollment for that grade. The data used for this calculation were AIMS results for the spring of 2002. As required by NCLB, students with invalid scores, such as English language learners and special education students who received nonstandard accommodations, were included in the setting of the baselines.

Table 2.2 provides a hypothetical example of how the baselines were established. In this case, we assume there are only eight schools in the state that offer third grade.

Table 2.2. Calculation of Performance Starting Points

Grade	Subject	School	Percent		Cumulative
			pass	Enrollment	percent of total state enrollment
3	Math	1	100	10	100
		2	75	40	95
		3	70	30	75
		4	61	30	60
		5	55	20	45
		6	48	30	35
		7	32	20	20
		8	15	20	10

These eight schools are ranked in descending order by the percentage of their students who passed the AIMS for third grade math (fourth column). The third grade enrollment for each school is given in the fifth column. Starting from the bottom of the list, enrollment is summed until the total equals 20 percent of the state's total enrollment for that grade. In table 2.1 this point is reached at School 7, where the cumulative sum equals forty students ($40/200 = 0.20$). The percent of students passing for School 7 (32 percent) is then taken as the starting point for the state for third grade math.

Table 2.3 provides the starting points for each of the subjects and grades evaluated in 2003, which are applicable to all subgroups including English language learners. These served as the AMOs for the first year of AYP determination (2003).

Table 2.3 Starting Points for State Performance Standards

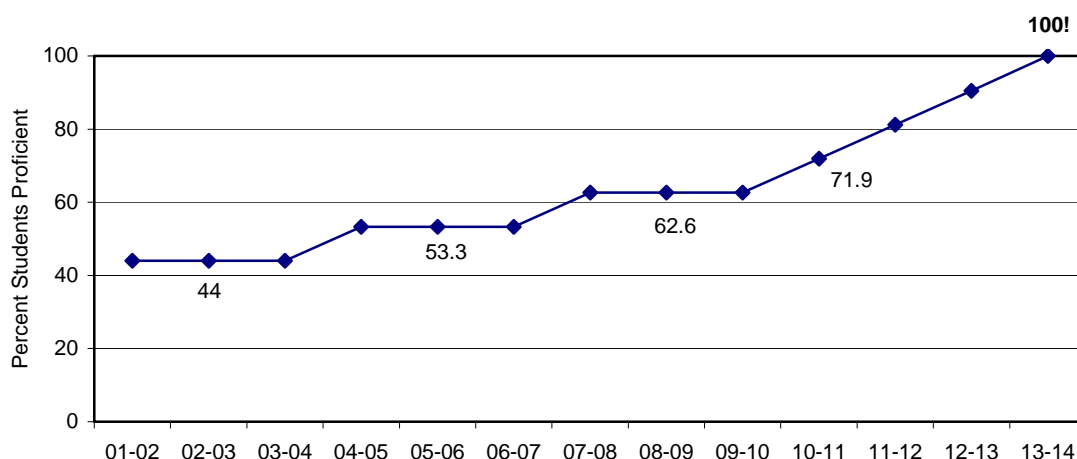
Subject/Grade	Reading	Mathematics
Grade 3	44%	32%
Grade 5	32%	20%
Grade 8	31%	7%
High School	23%	10%

The annual measurable objectives were calculated as six equal percentage-point increments from the 2002 starting point to the 2014 goal of 100 percent. The AMO for third grade reading, for example, is 9.3 percentage points ($[100-44]/6$). The AMOs cover three-year increments through 2010, and one-year increments thereafter. This leads to a stepwise increase in the intermediate goals until 2010, followed by a linear increase until 2014 (see table 2.4). Figure 2.1 shows an example using third grade reading for the increase in the intermediate goals.

Table 2.4 Annual Measurable Objectives (AMOs) and Intermediate Goals

Grade 3	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-05	1	9.3	53.3	11.3	43.3
2007-08	2	9.3	62.6	11.3	54.6
2010-11	3	9.3	71.9	11.3	65.9
2011-12	4	9.3	81.2	11.3	77.2
2012-13	5	9.3	90.5	11.3	88.5
2013-14	6	9.3	100	11.3	100
Grade 5	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-05	1	11.3	43.3	13.3	33.3
2007-08	2	11.3	54.6	13.3	46.6
2010-11	3	11.3	65.9	13.3	59.9
2011-12	4	11.3	77.2	13.3	73.2
2012-13	5	11.3	88.5	13.3	86.5
2013-14	6	11.3	100	13.3	100
Grade 8	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-05	1	11.5	42.5	15.5	22.5
2007-08	2	11.5	54.0	15.5	38.0
2010-11	3	11.5	65.5	15.5	53.5
2011-12	4	11.5	77.0	15.5	69.0
2012-13	5	11.5	88.5	15.5	84.5
2013-14	6	11.5	100	15.5	100
High School	Inter- mediate Goals	Reading AMO	Reading Proficiency (percent)	Math AMO	Math Proficiency (percent)
2004-05	1	12.8	35.8	15	25
2007-08	2	12.8	48.6	15	40
2010-11	3	12.8	61.4	15	55
2011-12	4	12.8	74.2	15	70
2012-13	5	12.8	87.0	15	85
2013-14	6	12.8	100	15	100

Figure 2.1 Intermediate Goals: Grade 3 Reading



The reasons for setting all annual measurable objectives (and corresponding intermediate goals) in this stepwise manner were:

- 1.) The ADE completed a grade-level articulation of Arizona's Academic Content Standards in 2003. The progressive setting of annual measurable objectives and corresponding intermediate goal allows schools the necessary time to align these grade-level standards with school curricula/resources and implement these standards via instruction.
- 2.) The ADE is developing new assessments for grades four, six, and seven for reading and mathematics, as well as a science assessment to be administered on an annual basis in grades three, five, eight, and high school as mandated by NCLB. The progressive setting of annual measurable objectives and intermediate goals allows schools the opportunity to effectively prepare students for these assessments.
- 3.) Currently, the academic performance of several disaggregated student subgroups is below (in some cases, far below) the state's starting points in reading and mathematics. Many schools and districts have initiated scientifically based research programs and other instructional practices to assist students in these groups. In addition, the ADE has implemented a comprehensive K-3 reading program designed to have all students proficient in the state's reading standards by the third grade. By setting

the state's annual measurable objectives and corresponding intermediate goals in a progressive manner, schools, districts, and the state are given the necessary time to effectively implement these programs and initiatives, giving students in this circumstance an opportunity to catch up with the aggregated student population as represented by the state's starting points.

**Refinements to AMAO
Determination**

There is one additional step taken when determining if a school has met the AMAO for a specific grade and/or subject. First, rather than comparing the actual percentage of students who are proficient to the AMAO, a 99% confidence interval is calculated to estimate the percent proficient or making progress. If the upper bound of this confidence interval is above the AMAO, the district is deemed to have met the objective.

Table 2.5 provides an example of how the three performance measures—proficiency in state standards, percentage of students making progress in English proficiency, and percentage of students who are reclassified--are combined to determine whether a school has made their Title III AMAOs. For the Title I adequate yearly progress, the district is evaluated based on student performance on AIMS reading and mathematics tests for grades 3, 5, 8, and high school.

NCLB requires that schools be evaluated using a conjunctive model. That is, to make the AMAOs, a district must meet the performance objective in *every* category in which it is evaluated. For example, if the district is K-8 in table 2.4 and fails to meet the objective in any one of the cells for grades K-8 in the table, it fails to make their Title III AMAOs.

Table 2.5. Categories Evaluated Under NCLB for Title III AMAOs

Subgroup	ELL Progress	Reclassified	AYP ELL Subgroup
Grade	Met 11% annual increase?	Met 11% annual increase?	Met AYP under Title I?
K-2	Y/N	Y/N	Y/N
3-5	Y/N	Y/N	Y/N
6-8	Y/N	Y/N	Y/N
9-12	Y/N	Y/N	Y/N

Meeting the Annual Measurable Achievement Objectives for Proficiency

This section describes the calculation used to determine if schools met the annual measurable achievement objectives (AMAOs) in the 2004-2005 school year. NCLB requires that schools meet the AMAOs set by the state in order to meet the federal requirements. A description of how the AMAOs were set is given in section 2. Districts must meet the AMAOs for each subjects/grade combination and all the applicable subgroups.

Calculation of Annual Measurable Achievement Objectives (AMAOs)

The Arizona Department of Education conducted a longitudinal analysis of student level data to calculate the AMAOs for making progress or positive growth from one level to the next in either Oral Language, Reading, or Writing. Students are matched by their SAIS identification numbers so the state can monitor the individual progress of students from year to year. The ADE aggregates the student level data by LEA and grade to provide each district with a determination. The data is then aggregated by grade to report how the state performed in regards to meeting the annual measurable achievement objectives.

In order to measure the AMAOs, the ADE calculates if 11% of the students in the district made progress from 2004 to 2005 and if 11% of the students obtain English proficiency as defined by one of the state approved language assessments. A status measure is also computed for the percent of students reclassified. A status measure is calculated for districts that did not reclassify any students the year before. If the district does not have previous year's data, the districts has to demonstrate that they reclassified 11% of their ELL population in the current school year.

$$\text{11\% of students made progress} = \frac{\text{Number of students making progress}}{\text{Total of ELL population}}$$

11% of students were reclassified =

Number of students reclassified

Total of ELL population

For a district's ELL subgroup to make adequate yearly progress under Title I, the district must meet 3 criteria: 1) test 95% of the students, 2) meet the annual measurable objective for the current school year, and 3) have an attendance rate of 94%.

The 95% tested objective requires a district to assess 95% of the ELL students in every grade/subject combination. ELL students count as assessed if they had a valid score on the AIMS or the alternative assessment for disabled, AIMS-A. All the students enrolled for the day of testing (high school) or the first day of the week of testing (elementary) represent the population to be assessed.

Annual Measurable Objectives (AMOs) are the percentage of students that must pass AIMS in order for a school to make AYP. AMOs differ by subject and grade. Therefore, the AMOs are different for ELL students by grade and subject. AMOs increase by "plateaus," allowing state and school programs the opportunity to work. Details about the AMOs can be found in table 2.4.

NCLB allows the state to select an additional indicator for elementary schools. Arizona has chosen to use the school wide attendance rate. The performance goal for the attendance rate is set at 94%, the implicit expectation for school attendance rates set by the state's school finance laws must have a school wide attendance rate of 94%, or show a 1 percentage point improvement in the attendance rate over the previous year.

If the district did not have 2004 data for the making progress objective, then it will be evaluated on the reclassified and AYP objective.

Data used

Students included in the calculation

Students were included in the calculation if they met the following criteria:

- Took either the IPT, LAS, WMLS, WLPB-R, or the SELP (if test is administered multiple times in a fiscal year, then the analysis includes the most recent assessment)
- Identified as New English Language Learner, Continuing ELL, ELL After Re-classification, or Reclassified Fluent English Proficient in the SAIS System.
- SELP scale scores that are not equal to 998 or 999
- Students in grade 1-12. Student in the ungraded secondary and ungraded elementary are not used in the analysis.
- Have an AIMS score

Students were required to meet the annual measurable achievement objective in every subject (Oral Language, Reading, and Writing) and grade span.

Since the language assessments administered during the 2004 school year are different from the assessment administered in 2005, the Department has developed conversion tables for comparison of the data across years (See Appendix).

The percent of students meeting or exceeding the standards on the AIMS test is used to determine if the ELL subgroup met AYP under Title I.

Applicable subgroups

English Language Learner. Students considered English Language Learners are students who participate in a Structured English Immersion (SEI) or a Bilingual program. The fraction of students making progress by moving up one proficiency level was calculated. The students used for analysis were those that had a test score and proficiency level from one of the four language assessments. Students who did not have a proficiency level were not included in the calculation.

Reclassified Students. A student was identified as reclassified if he/she tested at a proficient level as defined by one of the four language assessments and coded as reclassified in the Student Accountability Information System (SAIS).

AYP ELL Subgroup. ELL status is determined using the answer to the question on the AIMS test sheet regarding ELL status (ELLPROF in the ADE AIMS database.) Students with ELLPROF = 1 were considered English language learners. Students with ELLRPOF = 2 or blank were considered English proficient.

Special rule

Minimum group size. For the making progress and reclassified objectives, a group or subgroup is not evaluated if it has less than 10 test scores that met the selection criteria. For adequate yearly progress (AYP) under Title I, only subgroups of 30 or more are evaluated.

Timeline for District AMAO

The following was the timeline for the district AMAO evaluation process in 2005.

- August 1, 2005. Preliminary release of AMAO determinations. Opening of window for appeals submission.
- August 12, 2005. Closing of appeals window.
- August 30, 2005. Notification of appeals results.
- September 1, 2005. Public release of AMAO determinations for Title III schools.

The Title III AMAO Appeals Process

The Appeals Process developed by the Arizona Department of Education (ADE) provides districts the opportunity to appeal 2004-2005 Title III AMAO determinations. The ADE allows districts to appeal their respective determinations for statistical and/or substantive reasons.

District administrators choosing to appeal a determination have to complete and submit the Appeal Application, to the English Acquisition Services (EAS) mailbox at EASTitleIII@ade.az.gov during the specified appeal timeframe in order to indicate the exact issue(s) of appeal. The email should include the district name, district entityid number, phone number, name, email address of person to contact, appeal type (substantive and/or statistical), and explanation of why the appeal should be granted. In addition, districts can request the data the state used to calculate the AMAOs by sending an email to the EAS email box. Appeals are only accepted via email. Appeals sent to ADE via fax or mail/delivery is not accepted.

Appeals are resolved through a committee process. All committee members represent a diverse background to ensure that appeals are considered from multiple perspectives. Once the committee is assembled, they evaluate the significance of the argument presented and how the circumstances presented in the argument affected the school's performance.

Appeal AMAO Determination

Statistical Appeals

Appeals based on statistical arguments may include one or more of the following:

1. **Calculation of the making progress objective.** This includes appeals addressing the accuracy of who is enrolled in the district at the time the data is pulled.
2. **Calcuation of the reclassified objective.** This includes appeals addressing the accuracy of student enrollment and ELL status at the time the data is pulled.
3. **AYP for ELL subgroup.** AYP appeals are addressed through a separate appeals process. Please see the technical manual for adequate yearly progress at the following website:
http://www.ade.az.gov/azlearns/AZLEARNS_Technical_Manual_2004_Vol2_061605.pdf

Substantive Appeals

Districts that appeal based on substantive issues may argue that mitigating circumstances, outside of the district's control, negatively impacted the quantity or quality of test data.

Important notes for the appeals process. Administrators that choose to appeal a determination have to clearly articulate the issue(s) they believe merit an appeal through the Appeal Application. District administrators must submit evidence that the issues identified in the appeal directly resulted in a *significant* decrease in student achievement of language proficiency as demonstrated on the language assessment and/or a decrease in student participation during the administration of the language proficiency assessments. Evidence of the issues described in the appeal must be at the time of the appeal. Failure to provide this evidence results in the denial of the appeal. Evidence submitted after the appeal deadline closes is not considered. Once appeals are submitted through the English Acquisition Services email box, the district/charter receives an email verifying that the appeal has been received.

The ADE, if necessary, requests that a district administrator provide additional information/evidence to assist in the appeals process. Only those requests for additional information that are provided during the specific timeframe are included in the appeals process. Requests submitted after the specified timeframe are excluded from the appeals process. Unsolicited additional information submitted after the appeal deadline is not accepted.

Step Three: Appeal Resolution

After all appeals are submitted and the appeal window is closed, the ADE begins to process the appeals. Appeals are addressed categorically, not necessarily in the order received so the fact that a district submitted its appeal during the first day of the appeal window does not mean it will necessarily receive a decision first during the resolution process. The appeal process is implemented in two stages.

Stage 1—Statistical appeals processed. All appeals of a statistical nature based on data discrepancies are reviewed. Appeals that challenge the making progress or reclassified objective are processed by verifying the information taken from the SDELL72 report. All statistical appeals need to be supported with compelling evidence.

Note: It is the responsibility of the district to ensure that the information reported to SAIS is accurate and the district's numbers match those reported to ADE.

Stage 2—Substantive appeals processed.

The committee bases their decisions on the following criteria:

1. ***Was the circumstance that affected the school outside the school's control?*** If the school was negligent in its test administration and/or data collection, the appeal is not deemed relevant and the appeal is not considered. For example, if the school forgot to test a certain class in a certain grade and remembered after the test window closed, that circumstance was not outside of the school's control and therefore not a valid argument for appeal. Conversely, if the school did test everyone and some of the tests were lost by the testing contractor, then that situation would be outside of the school's control.

2. ***Did the special circumstance actually have an impact on the school's performance?*** Not all circumstances at a school impact test data. For example, if the school had a long-lasting construction project on campus, did the actual test environment suffer during the test week? How? Or if a teacher left mid-year, did the learning environment suffer? How? If the answers to these questions do not show adequate impact on the test environment, then the event most likely did not affect the actual performance at the school. Conversely, if it could be demonstrated that the event did influence the performance of the students.
3. ***Is this problem one that is recurring and likely to happen in the future?*** Appeals made based on policy(s) at the school that impact test collection/data results, which contradict ADE/NCLB policy(s), are not accepted.
4. ***Is the problem eligible for appeal?*** Arguments that target NCLB regulations and ADE policy are not valid. For example, schools can not argue that certain subgroups be excluded from the requirements.
5. ***Did the school provide compelling evidence of the circumstance?*** While some situations may seem compelling and may even seem obvious to the school submitting the appeal, compelling evidence must be provided to support all substantive appeals. For example, if percent of students making progress was not met, specific details to support the claim should have been included with the appeal at the time it was submitted. **Note: Some schools/districts, when providing information in the appeals mention specific details about students such as names, id#, ethnicity, and specific attendance/student record information which violate guidelines set forth by FERPA. Schools/districts are strongly encouraged to follow the FERPA guidelines in the future. When referring to students in appeals, identifying student information such as name, id#, etc. is not to be submitted with the appeal. Instead, students are to be referred to as student #1, student #2, etc.**

Appeal resolution notes. Districts need to be certain that if they fail in multiple categories that the appeal addressed all deficiencies. Some appeals previously submitted address only one deficient area. While those arguments are compelling in that criterion, the overall AMAO designation for the school could not change because additional deficiencies related to the AMAO designation were not addressed in the appeal.

Districts need to be certain to provide all relevant information/support when submitting the appeal; late information to support the appeal is not accepted (unless ADE specifically asks for additional information as noted above).

Stage 3 – Notification of Results Sent to Schools/Districts

Once all appeals are resolved, notifications are sent to the schools/districts that filed appeals. The contact person of record for the school will receive an email from English Acquisition Services with directions as to how to access appeal information via the email system once the appeal has been processed. Districts are notified before the final public release of the AMAO determinations as to the outcome of the appeal process. All appeals are final.

Title III Consequences for Failure to Make AMAO's

Consequences

The No Child Left Behind Act of 2001

Year 1:	Did not make AMAO	No consequences
Year 2:	Did not make AMAO	School Improvement (1)
Year 3:	Did not make AMAO	School Improvement (2)
Year 4:	Did not make AMAO	Corrective Action
Year 5:	Did not make AMAO	Restructuring (plan)
Year 6:	Did not make AMAO	Restructuring (implement)

Appendix A

(Conversion Tables)

Grade K Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 526
2	Limited	Limited	Very Limited Limited	Very Limited Limited	527-592
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	593- Highest

Grade 1 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest -563
2	Limited	Limited	Very Limited Limited	Very Limited Limited	564-623
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	624- Highest

Grade 2 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest – 592
2	Limited	Limited	Very Limited Limited	Very Limited Limited	593-642
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	643- Highest

Grade 3 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 617
2	Limited	Limited	Very Limited Limited	Very Limited Limited	618-663
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	664- Highest

Grade 4 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 628
2	Limited	Limited	Very Limited Limited	Very Limited Limited	629-677
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	678- Highest

Grade 5 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 624
2	Limited	Limited	Very Limited Limited	Very Limited Limited	625-686
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	687- Highest

Grade 6 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 634
2	Limited	Limited	Very Limited Limited	Very Limited Limited	635-686
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	687- Highest

Grade 7 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 642
2	Limited	Limited	Very Limited Limited	Very Limited Limited	643-704
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	705- Highest

Grade 8 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 634
2	Limited	Limited	Very Limited Limited	Very Limited Limited	635-704
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	705- Highest

Grade 9 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 636
2	Limited	Limited	Very Limited Limited	Very Limited Limited	637-704
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	705- Highest

Grade 10 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 625
2	Limited	Limited	Very Limited Limited	Very Limited Limited	626-704
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	705- Highest

Grade 11 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 639
2	Limited	Limited	Very Limited Limited	Very Limited Limited	640-712
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	713- Highest

Grade 12 Oral Language

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 632
2	Limited	Limited	Very Limited Limited	Very Limited Limited	633-712
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	713- Highest

Grade 1 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 530
2	Limited	Limited	Very Limited Limited	Very Limited Limited	531-578
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	579- Highest

Grade 2 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 569
2	Limited	Limited	Very Limited Limited	Very Limited Limited	570-639
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	640- Highest

Grade 3 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 580
2	Limited	Limited	Very Limited Limited	Very Limited Limited	581-649
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	650- Highest

Grade 4 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 591
2	Limited	Limited	Very Limited Limited	Very Limited Limited	592-672
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	673- Highest

Grade 5 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 591
2	Limited	Limited	Very Limited Limited	Very Limited Limited	592-672
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	673- Highest

Grade 6 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 603
2	Limited	Limited	Very Limited Limited	Very Limited Limited	604-661
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	662- Highest

Grade 7 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 612
2	Limited	Limited	Very Limited Limited	Very Limited Limited	613-678
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	679- Highest

Grade 8 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest -612
2	Limited	Limited	Very Limited Limited	Very Limited Limited	613-678
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	679- Highest

Grade 9 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest -631
2	Limited	Limited	Very Limited Limited	Very Limited Limited	632-711
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	712- Highest

Grade 10 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 638
2	Limited	Limited	Very Limited Limited	Very Limited Limited	639-711
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	712- Highest

Grade 11 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 638
2	Limited	Limited	Very Limited Limited	Very Limited Limited	639-724
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	725- Highest

Grade 12 Reading

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 631
2	Limited	Limited	Very Limited Limited	Very Limited Limited	632-724
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	725- Highest

Grade 1 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 525
2	Limited	Limited	Very Limited Limited	Very Limited Limited	526-575
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	576- Highest

Grade 2 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 582
2	Limited	Limited	Very Limited Limited	Very Limited Limited	583-644
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	645- Highest

Grade 3 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 588
2	Limited	Limited	Very Limited Limited	Very Limited Limited	589-644
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	645- Highest

Grade 4 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 601
2	Limited	Limited	Very Limited Limited	Very Limited Limited	602-671
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	672- Highest

Grade 5 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 608
2	Limited	Limited	Very Limited Limited	Very Limited Limited	609-682
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	683- Highest

Grade 6 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 620
2	Limited	Limited	Very Limited Limited	Very Limited Limited	621-672
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	673- Highest

Grade 7 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 625
2	Limited	Limited	Very Limited Limited	Very Limited Limited	626-687
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	688- Highest

Grade 8 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 631
2	Limited	Limited	Very Limited Limited	Very Limited Limited	632-695
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	696- Highest

Grade 9 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest -639
2	Limited	Limited	Very Limited Limited	Very Limited Limited	640-698
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	699- Highest

Grade 10 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 633
2	Limited	Limited	Very Limited Limited	Very Limited Limited	634-706
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	707-Highest

Grade 11 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 645
2	Limited	Limited	Very Limited Limited	Very Limited Limited	646-706
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	707- Highest

Grade 12 Writing

Proficiency Level	LAS	IPT	WMLS	WLPB-R	SELP
1	Non-English	Non-English	Negligible	Negligible	Lowest - 639
2	Limited	Limited	Very Limited Limited	Very Limited Limited	640-706
3	Fluent	Fluent/Competent	Average Advanced Very Advanced	Fluent Advanced	707- Highest