



**COMMONWEALTH of VIRGINIA  
Department of Education**

September 26, 2014

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

**SUBJECT: 2014-2015 Title III Annual Measurable Achievement Objective (AMAO)  
Results, Based on 2013-2014 Assessments**

**Title III Annual Measurable Achievement Objectives (AMAOs)**

Section 3122 of the *Elementary and Secondary Education Act of 1965* (ESEA) requires states to establish Annual Measurable Achievement Objective (AMAO) targets for English language learners (ELLs) that measure: 1) progress in learning English, AMAO 1 (progress); 2) attainment of English proficiency, AMAO 2 (proficiency); and 3) performance toward meeting annual measurable objectives in reading and mathematics, AMAO 3 (AMOs). School divisions are required to meet all three Title III AMAO targets based on the results of the annual English language proficiency assessment and Standards of Learning assessments.

In fall 2013, the U.S. Department of Education (USED) provided guidance that states approved for the ESEA flexibility waiver are required to include in Title III AMAO 3 the Annual Measurable Objective targets under Title I, to include reading, mathematics, and the Federal Graduation Indicator (FGI) if the division includes one or more high school(s). Therefore, the FGI element has been included in Title III AMAO 3 determinations beginning in 2014-2015.

**2014-2015 Title III AMAO Targets**

The 2014-2015 Title III AMAO targets, based on 2013-2014 assessments, are:

- AMAO 1 (progress): 68 percent
- AMAO 2 (proficiency): 19 percent
- AMAO 3 (Title I AMOs for the Limited English Proficient subgroup):
- Reading: 52 percent
- Mathematics: 53 percent
- FGI: 80 percent

**2014-2015 Title III AMAO Results**

Superintendent's Memo 267-14, announcing the availability of the 2014-2015 Title III reports, serves as the Department's notification of 2014-2015 Title III AMAO results, based on 2013-2014 assessments. Title III AMAO results are reported at the division and/or consortium level and at the state level, not at the school level. The following reports are available in the Title III (ESL) application in the Single Sign-On for Web Systems (SSWS) portal.

- Spring ACCESS for ELLs Test Results: provides student-level ACCESS for ELLs assessment results;
- Title III Achievement Summary Report: provides a history of the school division's AMAO results for the purpose of determining Title III school division and consortia improvement status;
- Title III Consortia Report: provides AMAO results for school divisions in a consortium; and
- State Progress and Proficiency Rates Report.

The reports may be viewed only by school division personnel with access to the Title III (ESL) application in SSWS.

### **Title III Separate Notification Requirement**

Section 3302(b) of the ESEA states that separate notification must be sent to parents of ELLs by school divisions within 30 days of the notification from the state of Title III AMAO results indicating that one or more Title III AMAOs have not been met. School divisions in a consortium must send individual letters informing parents of the Title III AMAOs not met by the consortium. Information required to be included in the letter is provided in a sample template at the following link in the Title III Toolkit under the tab entitled Compliance: [http://www.doe.virginia.gov/federal\\_programs/esea/title3/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml).

### **Title III Division Improvement Status**

All divisions in Title III improvement status for 2014-2015 will be notified separately by the Department regarding the improvement planning process and related technical assistance.

Title III improvement status is based on whether school divisions and/or Title III consortia failed to meet one or more of the Title III AMAOs for two or more consecutive years. Section 3122(b) of the ESEA requires that school divisions that do not meet one or more of the Title III AMAOs for two or more consecutive years must submit to the state an improvement plan that addresses the factors preventing the division from achieving one or more AMAO(s). School divisions that do not meet one or more of the Title III AMAOs for four or more consecutive years must submit a plan to the state to modify the curriculum, program, and method of instruction used for English language instruction program for ELLs in the division.

School divisions in Title III consortia should review the criteria for Title III improvement status provided in [Attachment A](#).

### **Guidance Regarding Title III AMAO Determinations**

[Attachment B](#) provides guidance to school divisions on Title III AMAO determinations based on Virginia's Title III AMAO targets and the release of the Title III reports.

If you have questions or need additional information, please contact Stacy Freeman, Title III specialist, at (804) 371-0778 or [Stacy.Freeman@doe.virginia.gov](mailto:Stacy.Freeman@doe.virginia.gov).

SRS/sf

Attachments:

- A. [Title III Accountability Determinations for Consortia](#) (PDF)
- B. [Guidance Regarding Title III Annual Measurable Achievement Objective \(AMAO\) Determinations](#) (PDF)