

AMAOs for Washington State

Recommendations to the State Board of Education
May 8, 2013



Gil Mendoza, Assistant Superintendent
Migrant, Bilingual and Native Education
Office of Superintendent of Public Instruction

Proposal for Changing AMAO-1

Student progress toward English proficiency

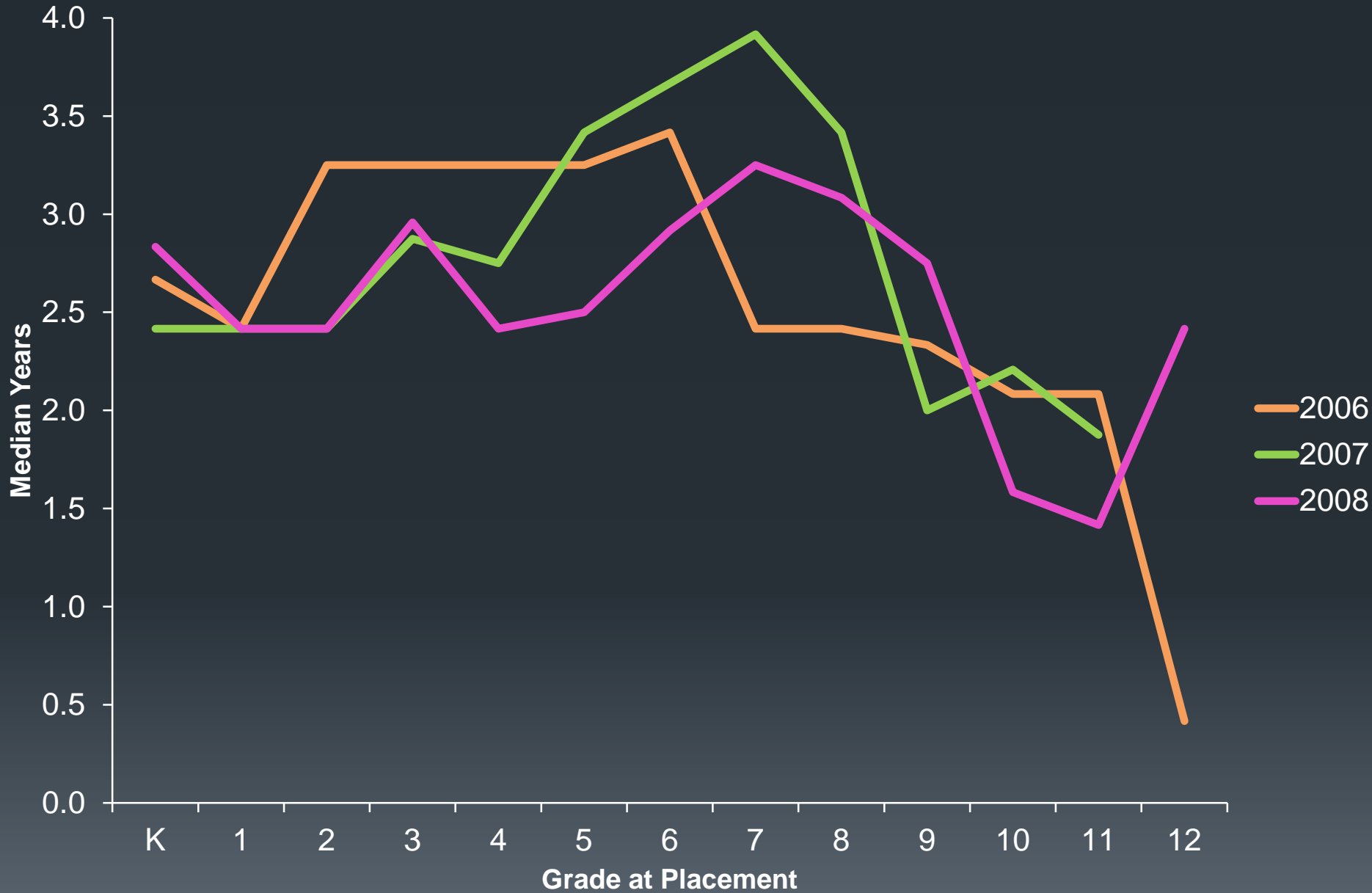
OSPI recommends

1. estimate the median time to proficiency
2. compute expected grade of proficiency
3. compute WELPA transitional scale score required to reach transitional cut point
4. establish annual student progress required to reach that scale score

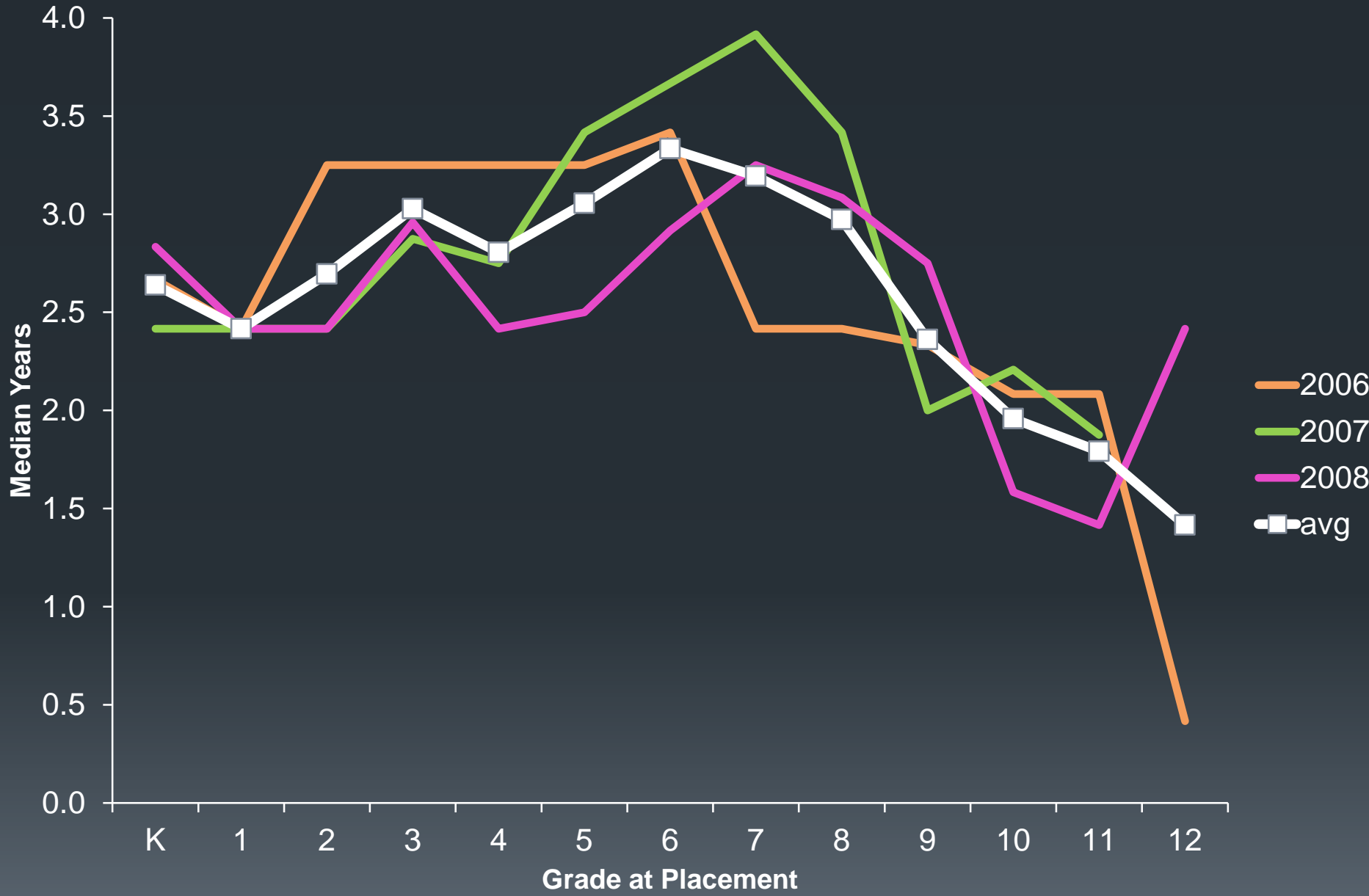
OSPI recommends a prospective measurement of the median time to transition

- by placement grade and placement level
- median years to transition for students successfully transitioning
- use 3 years of placement cohorts SY 2005-06 2006-07 2007-08
 - enough time has passed to minimize effect of censoring
 - covers testing using all three forms of the WLPT-II

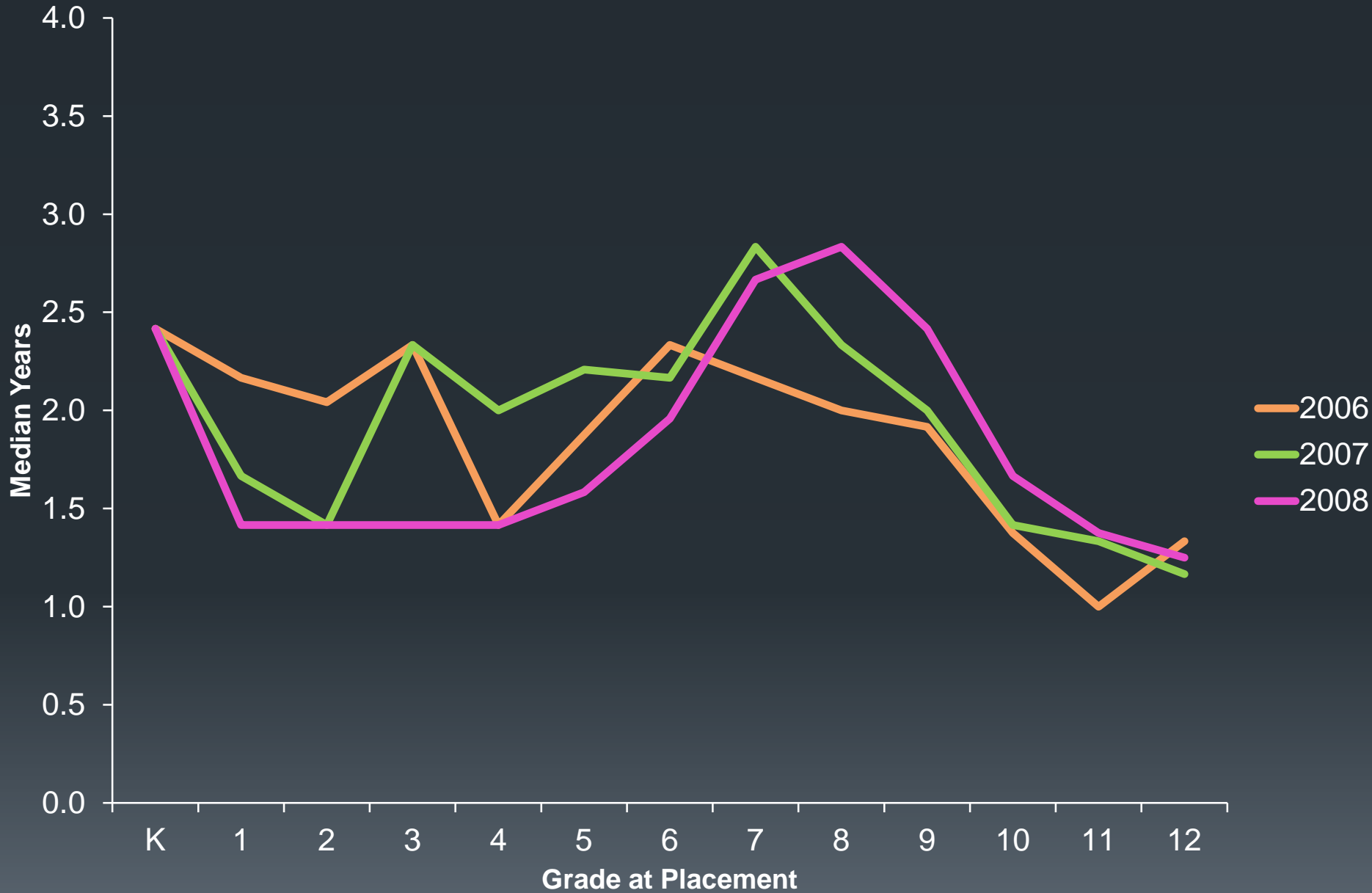
Years to Transition by Placement Year - Level 1



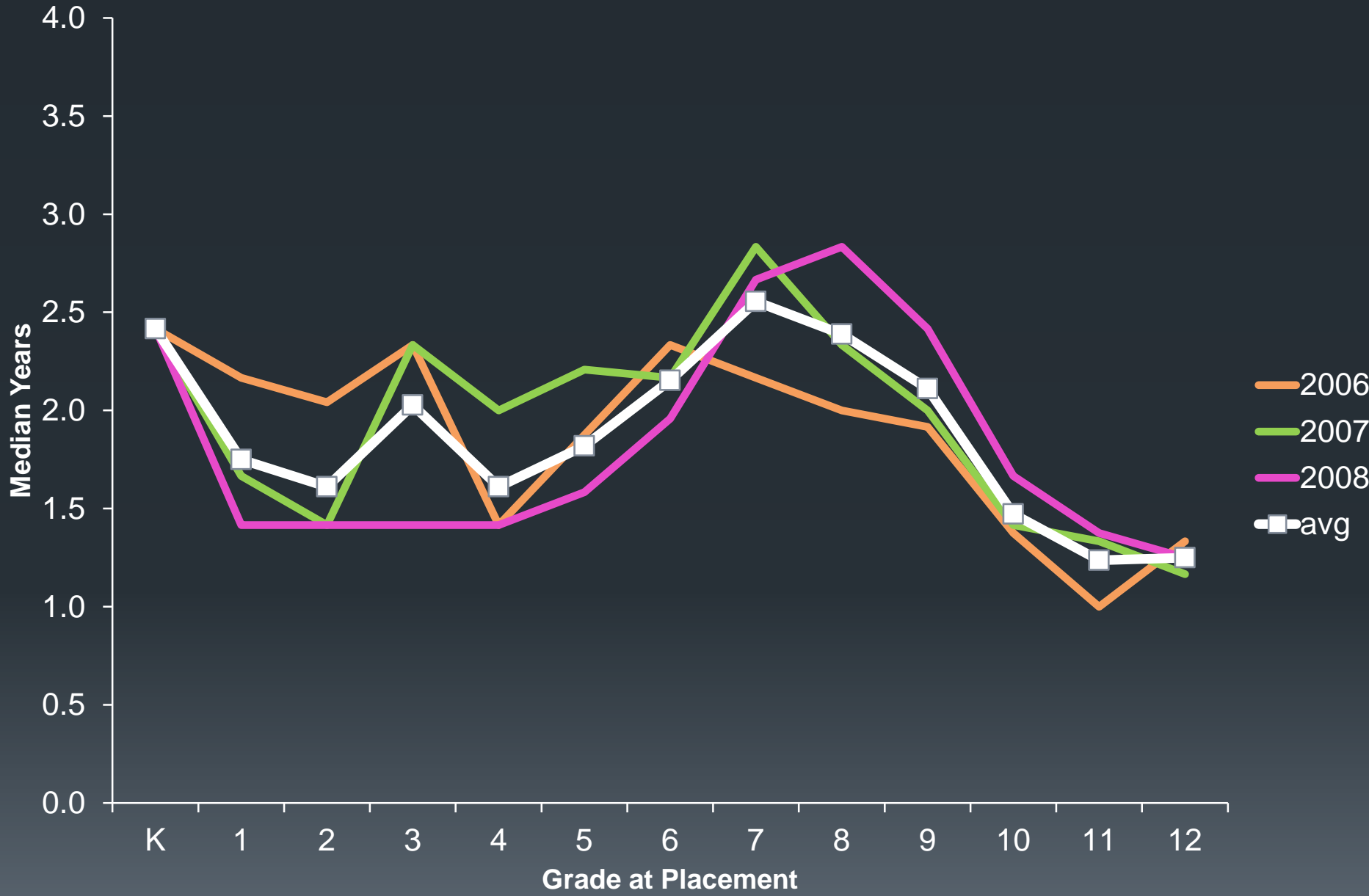
Years to Transition by Placement Year - Level 1



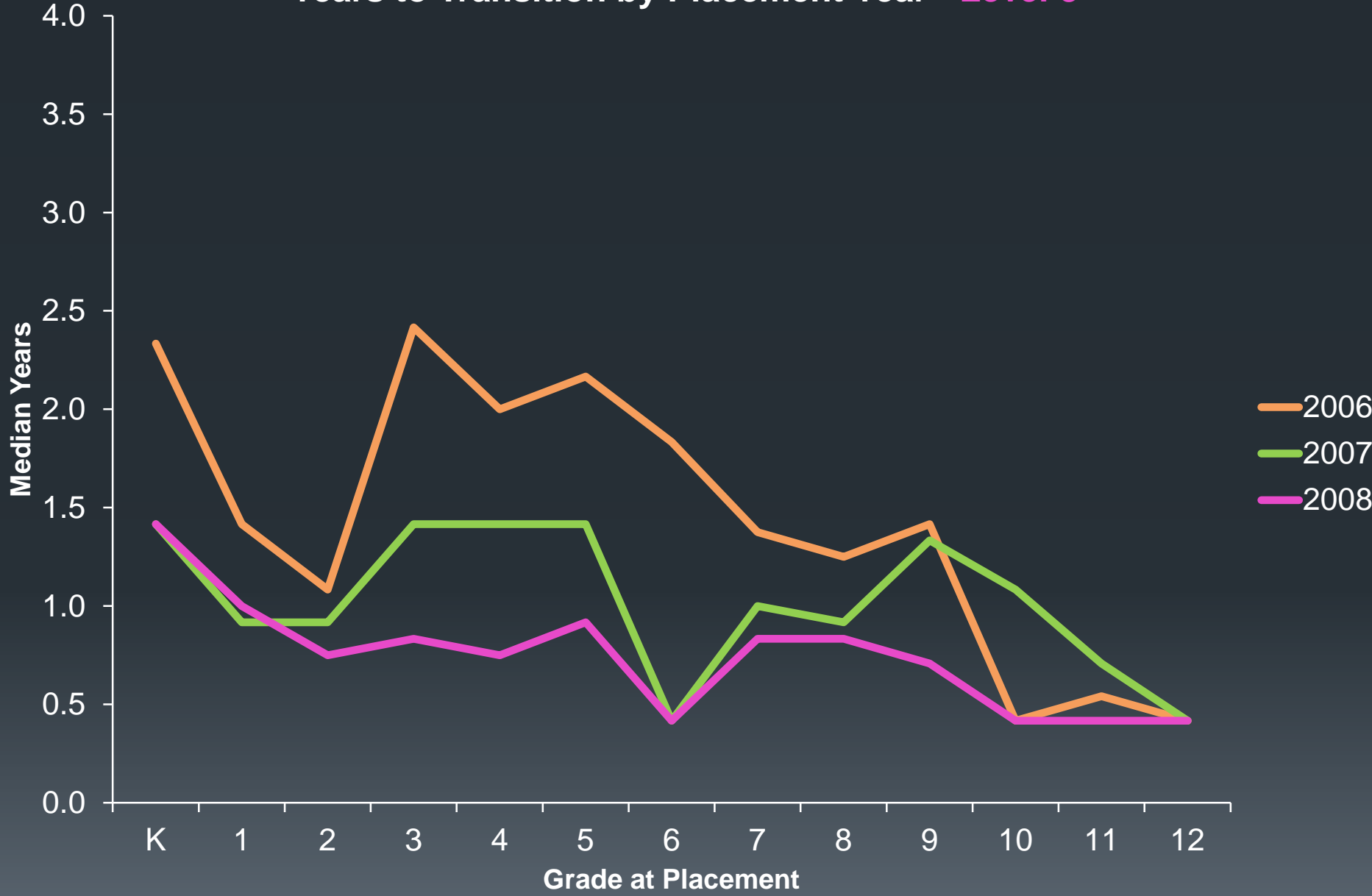
Years to Transition by Placement Year - Level 2



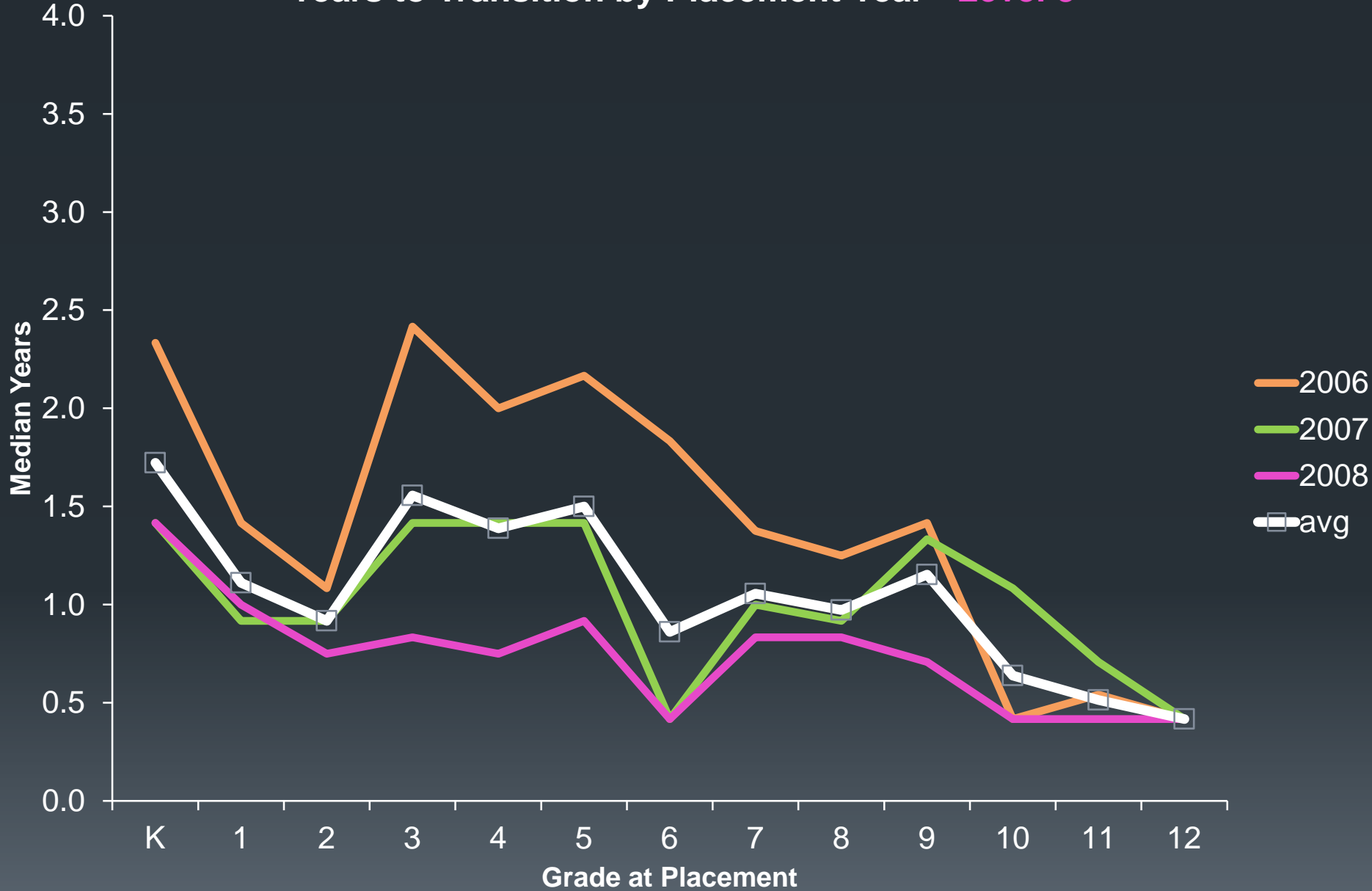
Years to Transition by Placement Year - Level 2



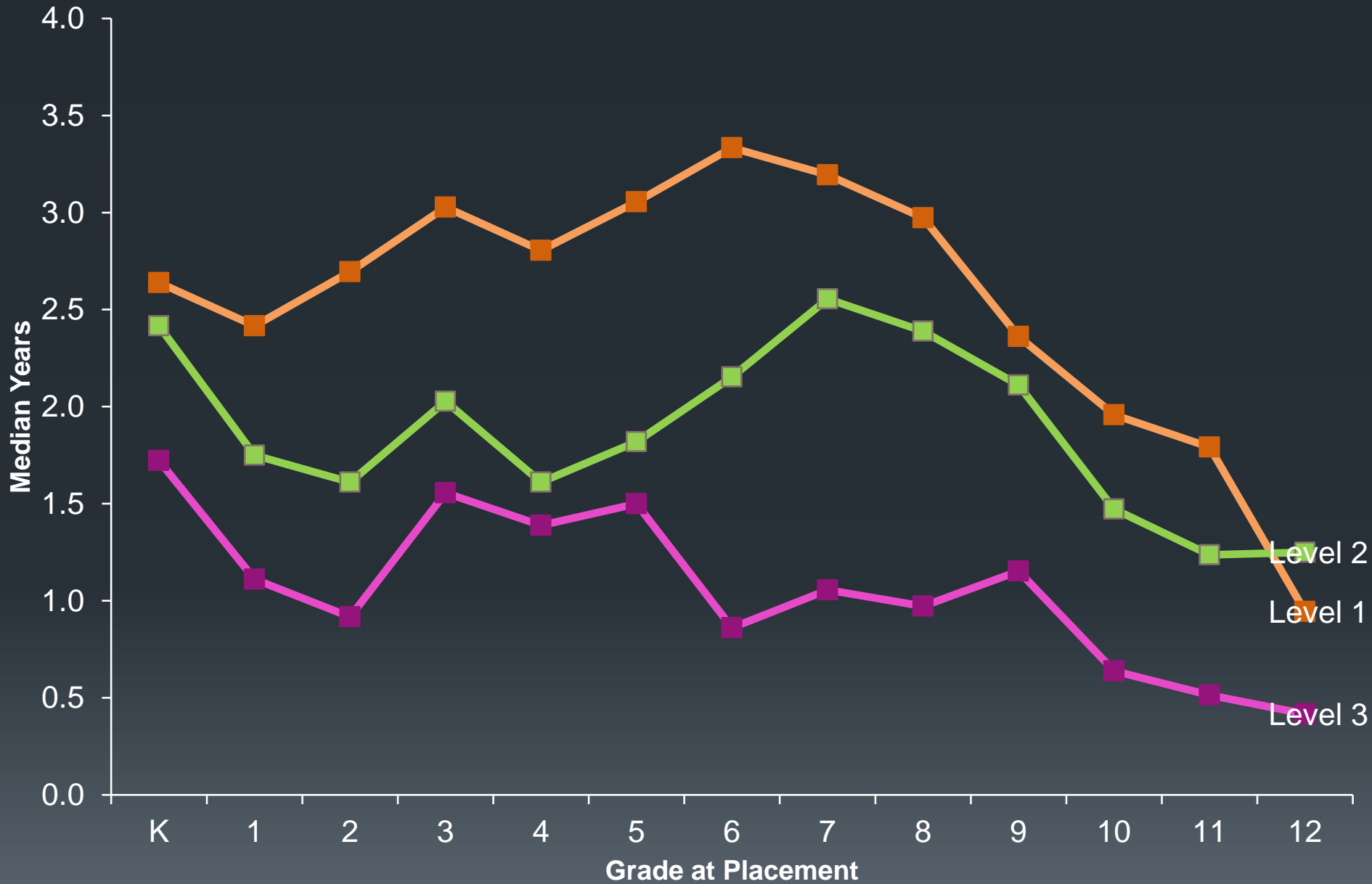
Years to Transition by Placement Year - Level 3



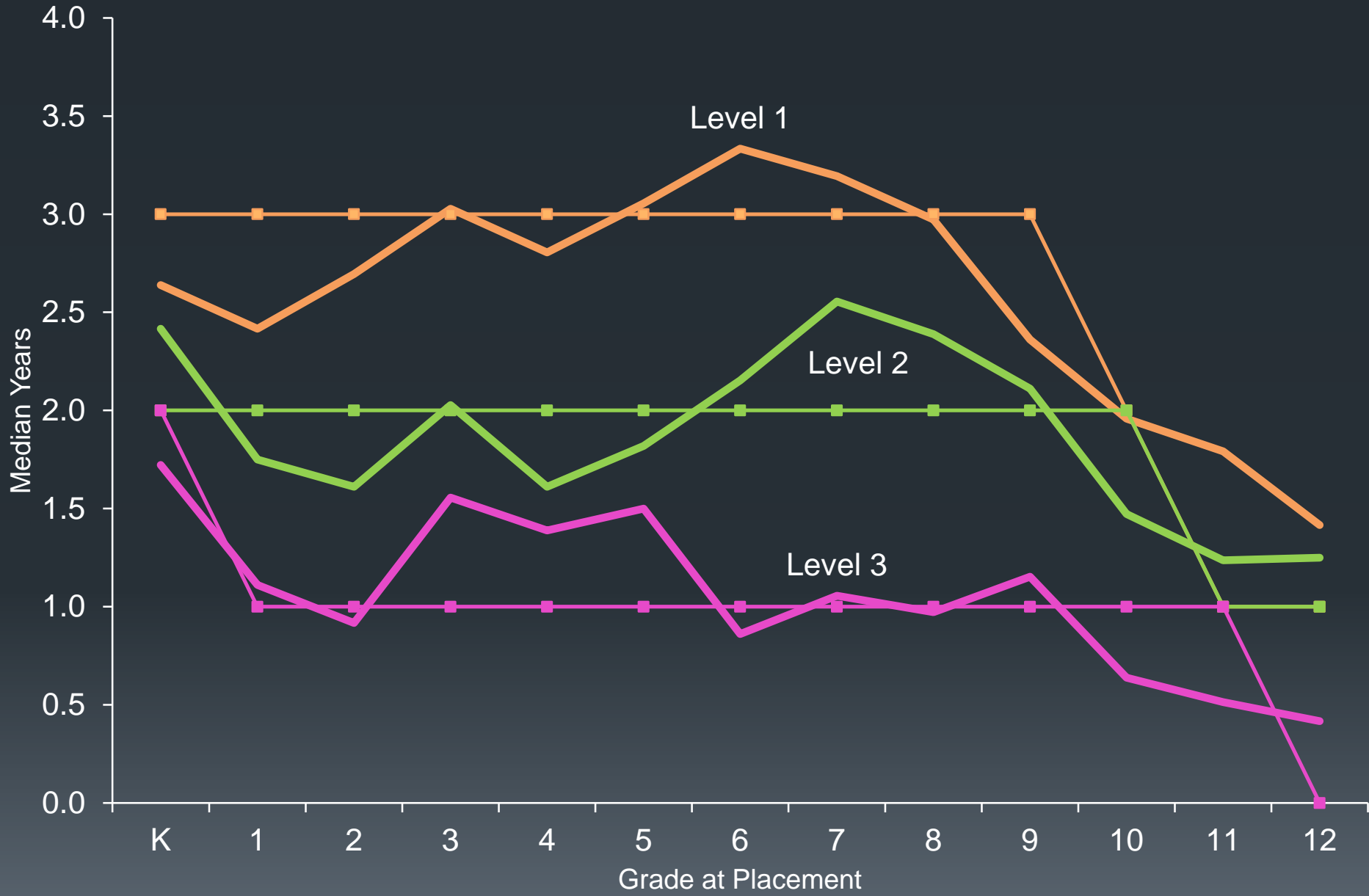
Years to Transition by Placement Year - Level 3



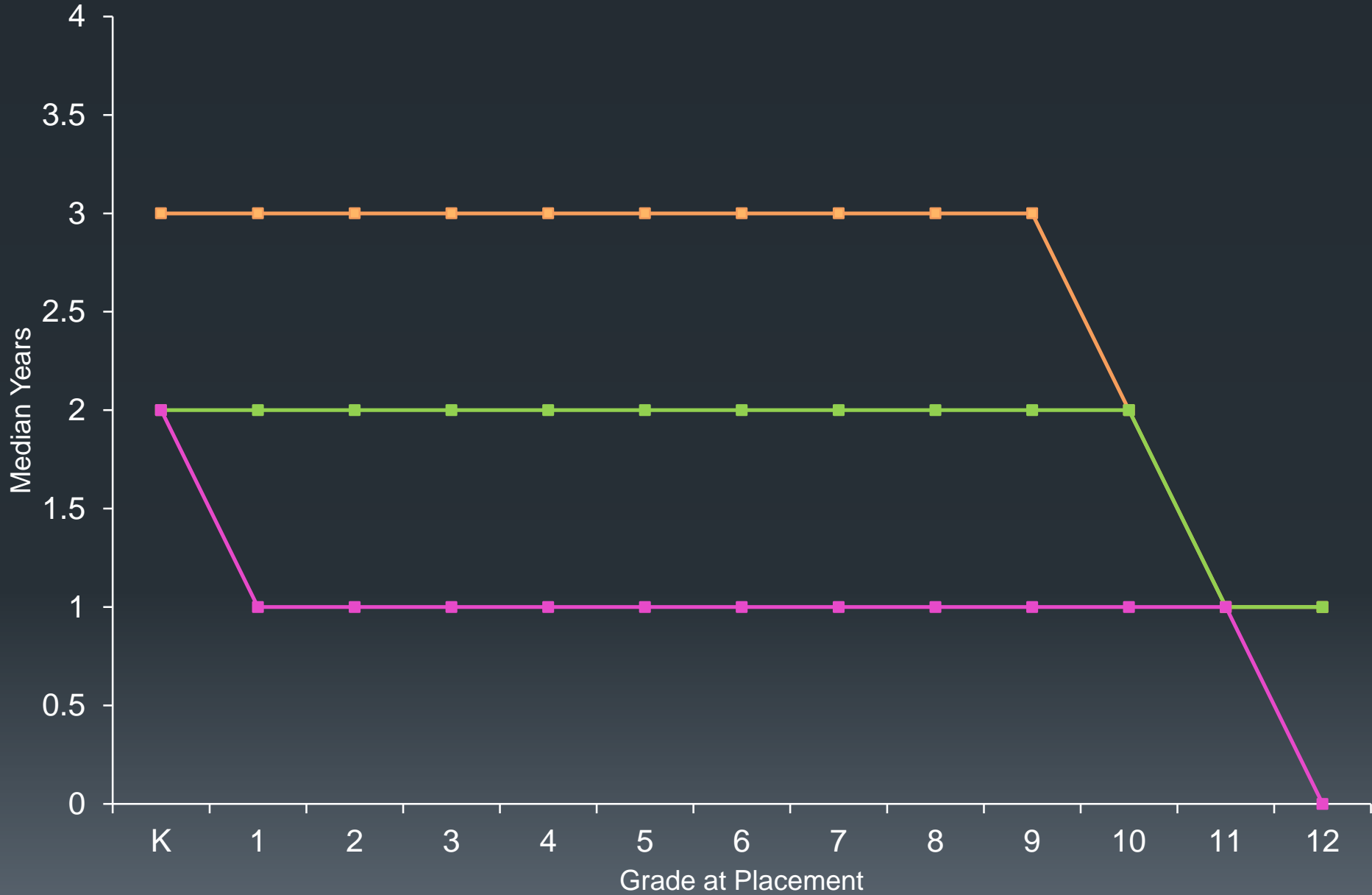
Years to Transition by Placement Level and Grade (3 YR AVG)



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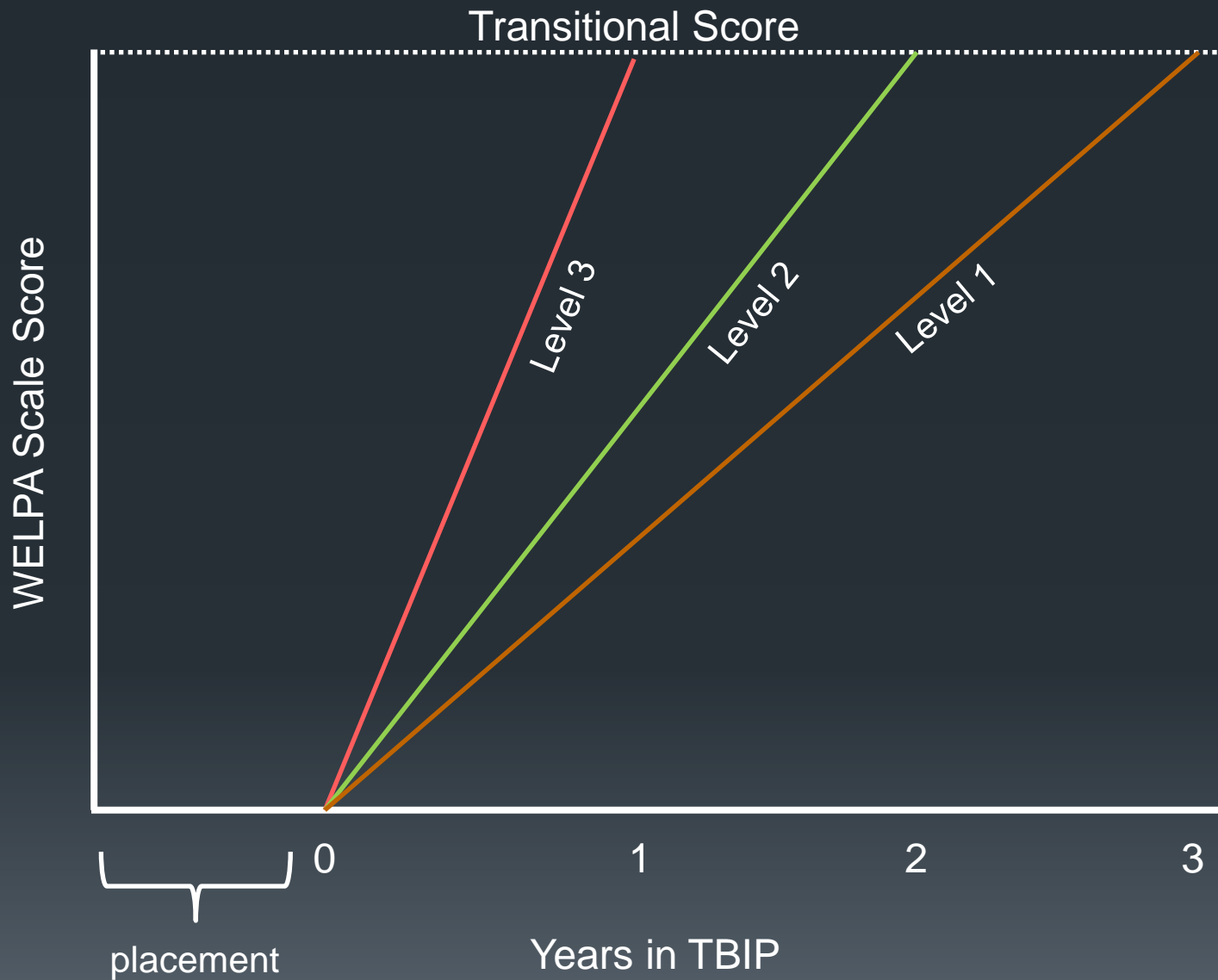
Years to Transition by Placement Level and Grade (3 YR AVG)

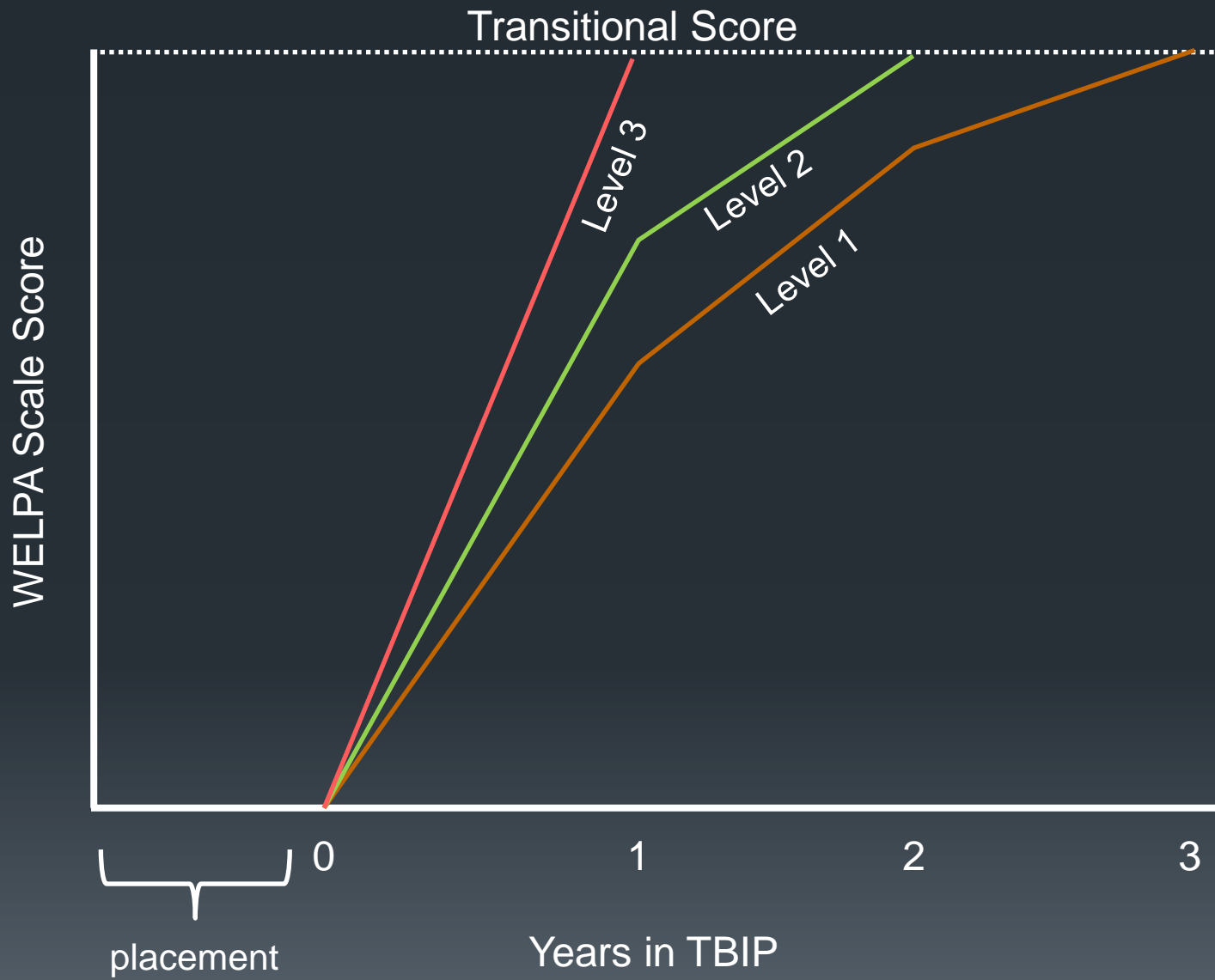


Preliminary Prospective Estimates

Placement Grade	Average Years to Transition			Expected Years to Transition		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
K	2.6	2.4	1.7	3	2	2
1	2.4	1.8	1.1	3	2	1
2	2.7	1.6	0.9	3	2	1
3	3.0	2.0	1.6	3	2	1
4	2.8	1.6	1.4	3	2	1
5	3.1	1.8	1.5	3	2	1
6	3.3	2.2	0.9	3	2	1
7	3.2	2.6	1.1	3	2	1
8	3.0	2.4	1.0	3	2	1
9	2.4	2.1	1.2	3	2	1
10	2.0	1.5	0.6	2	2	1
11	1.8	1.2	0.5	2	1	1
12	1.4	1.3	0.4	1	1	0

Placement Grade	Expected Years to Transition			Expected Grade of Transition			Level 4 Cut Score of expected grade		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
K	3	2	2	2	2	2	511	511	494
1	3	2	1	4	3	2	548	529	511
2	3	2	1	5	4	3	553	548	529
3	3	2	1	6	5	4	563	553	548
4	3	2	1	7	6	5	575	563	553
5	3	2	1	8	7	6	575	575	563
6	3	2	1	9	8	7	575	575	575
7	3	2	1	10	9	8	575	575	575
8	3	2	1	11	10	9	577	575	575
9	3	2	1	11	11	10	577	577	575
10	2	2	1	12	12	11	577	577	577
11	2	1	1	13	12	12	577	577	577
12	1	1	0	13	13	12	577	577	577





Recommended procedure to establish AMAO-1 adequate annual growth

Establish “on-track” to English proficiency

1. Compute expected transition grade given placement grade and English proficiency level.
2. Compute Level 4 cut score needed to transition at the expected grade.
3. Set the adequate annual growth from 1st annual test.

Establish school/district/state targets of percent on-track

4. Compute percent of students on-track or above by school/district.
5. Establish target percent of students on-track or above such that 85% of districts could meet that target.
6. increase targets using exponential curve over years.

Proposal for Changing AMAO-2

Set separate targets for each combination of
- Years in Program and Placement Level

Proposal for Changing AMAO-3

Set targets for math and reading scale scores below State standard for
current Level 1 to Level 3

Create an Ever ELL cell in the State Accountability Index

Making the case for “Ever ELL” cell

ELL student academic proficiency in Reading and Math

Michael Shapiro

Washington State Bilingual Education Advisory Committee

The case for “Ever ELL” cell

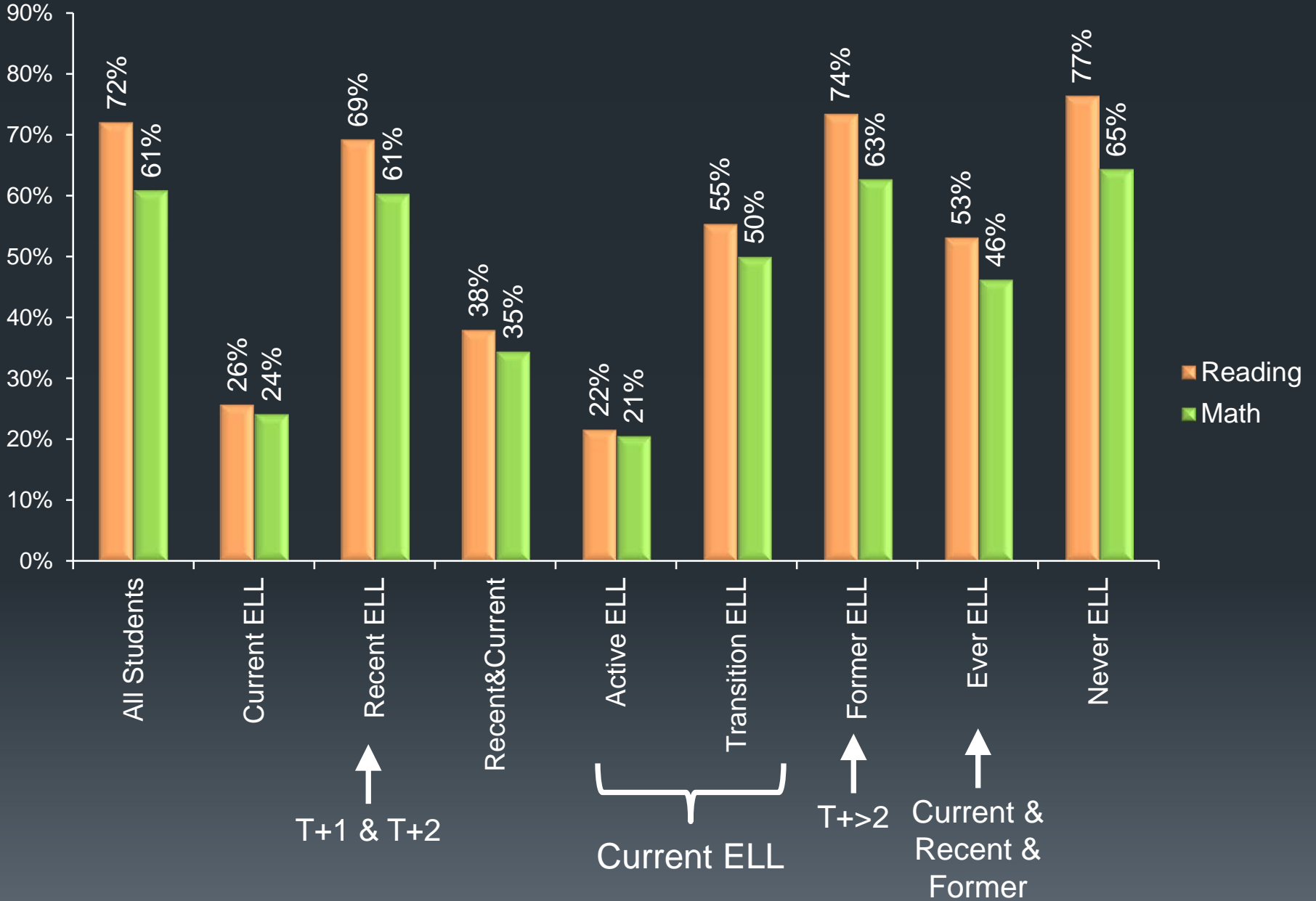
English language proficiency means academic performance is no longer related to language acquisition

Current ELL subgroup

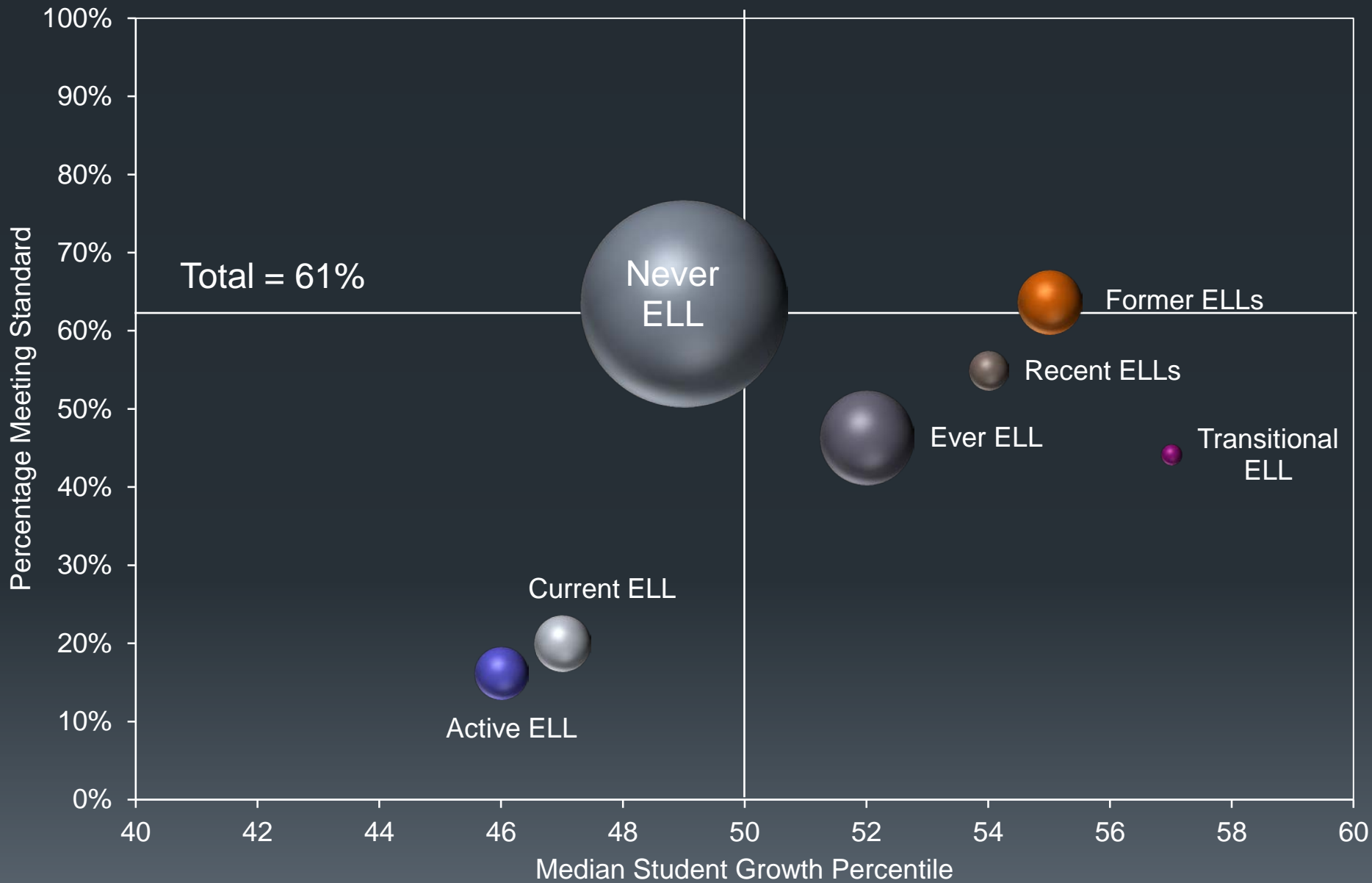
- does not consider post transitional success
- membership continuously changes

“Ever ELL” subgroup gives credit for the rapid improvement in reading and mathematics following transition from ELL services

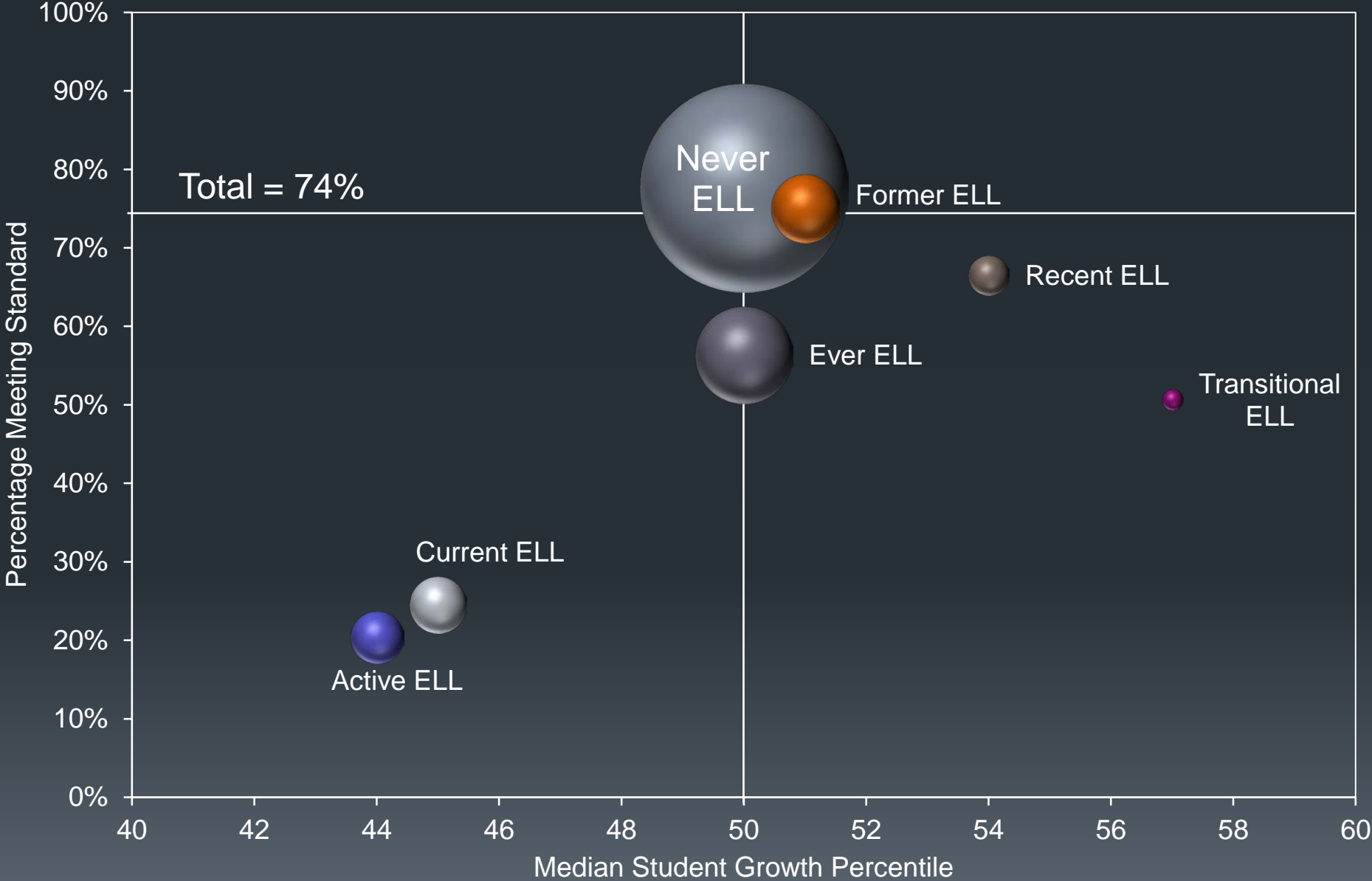
Percent Meeting State Standards 2012 by ELL Type



Math Growth and Achievement 2012



Reading Growth and Achievement 2012



The case for “Ever ELL” cell

Recognizes developmental nature of language acquisition

Allows continual monitoring of all ESL students

Encourages better service delivery

Give schools credit for high academic growth after transition

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